



**EDAD 6385**

**Culturally Proficient School Leadership**

**Fall 2017**

**College of Education**

**Department of Educational Leadership**

## **OVERVIEW**

**Instructor:** Dr. Anthony J. Harris  
TEC 335  
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**Office hours: Monday & Wednesday: 10:30 am – 3:00 pm**  
**Tuesday & Thursday: 11:00 am – 2:30 pm**  
**Friday: By appointment**

**Course Description:** This course provides candidates with an understanding of how organizational culture and climate intersects with diverse subcultures in the school and school community. Candidates will examine their own cultural and racial biases while enhancing their foundational awareness of other cultures and races, for the purpose of becoming agents of change in their schools and communities. Candidates will explore the application of organizational, communication, multicultural and cultural proficiency theories and models of day-to-day practice.

### **Textbooks (Two Books Required)**

Lindsey, R. B., Robins, K. N. & Terrell, R. D. (2003). *Cultural proficiency: A manual for school leaders* (3<sup>rd</sup> Ed.). Thousand Oaks, CA: Corwin Press, Inc.

Theoharis, G., & Scanlan, M. (2015). *Leadership for Increasingly Diverse Schools*. New York, NY: Routledge.\* **Students, both of these books will serve you well in your career as educational leaders, especially principals. Therefore, please view these purchases in this context instead of the number of chapters reviewed during this course.**

## OBJECTIVES

### **IDEA Objectives:**

#### **Course Format:**

The following objectives will be used by the students to evaluate the effectiveness of this course. It is important to know these objectives as we begin the course so that formative evaluation can occur throughout the course of study.

#### ***Essential Objectives:***

1. Gaining factual knowledge (terminology, classification, methods, and trends). Focus is building a knowledge base.
2. Learning fundamental principles, generalizations, or theories. Focus is to connect facts and understand relationships.
3. Learning to apply course material (to improve thinking, problem-solving, and decisions). Focus is on applying what you have learned in this class to clarify thinking or solve problems.

#### ***Important Objectives:***

1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

### **Course Content:**

The purpose of this course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science and the Educational Leadership Program.

1. Sam Houston State University Mission: "...enable its students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "...provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
3. Educational Leadership Program Mission: "To prepare educational leaders for real world challenges and opportunities."

## SCOPE & SEQUENCE

Date	Activity
Week 1	Introductions Review syllabus
Week 2	Articles Lecture: Racial/Cultural Identity Development
Week 3	Articles
Week 4	Articles
Week 5	Articles
Week 6	Articles
Week 7	Articles
Week 8	Articles
Week 9	Articles

Week 10	Articles
Week 11	Articles
Week 12	Articles
Week 13	Articles
Week 14	Articles
Week 15	Articles

EVALUATION  
&  
DUE DATES

**EVALUATION**

<b>Assignments</b>	<b>Date Due</b>	<b>Points</b>
1. Class Participation	Weekly	30% of Final Grade
2. Culture Audit Demographic Study & Action Plan	Last week of class	30% of Final Grade
3. Final Project	Next to last week of class	20% of Final Grade
4. Journal	Last week of class	20% of Final Grade
<b>TOTAL POINTS</b>		<b>100%</b>
<p style="text-align: center;"> <b>A = 90-100</b>  <b>B = 80-89 pts.</b>  <b>C = 70-79 pts.</b>  <b>F = Below 70 pts.</b> </p>		

