

Equity Leaders Syllabus

Course Number and Title	PEDU 9828 Equity Leaders
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Graduate Level, Semester Credits (Some credit levels may be unavailable at times)

Each credit represents 15 hours of course work.

Course Description

Every child deserves the opportunity to attain an excellent education to maximize their potential in the global marketplace. Equity Partners are leaders who have taught in diverse communities to bring a critical perspective and conviction to the broader movement to close the achievement gap. Catalyzing leaders to impact policies, priorities and resources, we can achieve educational equality in our lifetime. Educators need to learn the necessary collaboration skills to share them with students and prepare the curriculum which will implement these traits into their classroom learning process. To understand the educational equality of transformational social change requires collaborative leadership and civic engagement across multiple dimensions over a sustained period of time.

Learning Outcomes and Objectives:

Upon successful completion of this course, you will be able to:

Critically discover and analyze the impact of research based practices. Demonstrate appropriate professional knowledge, skills and practices. Use technology to enhance learning. Work with diverse populations and promote inclusive activities and results. Use evidence to solve problems of practice. Adapt learning approaches to provide a supportive environment so students will develop collaborative skills, teaming success, and increase learning effectiveness. Foster students to work together on project teams, learn to collaborate, communicate, and resolve conflicts. Emphasize leadership in modeling collaborative learning approaches and inspire lifelong learning. As an instructor, understand core content, state/district/school competencies and create cross-disciplinary curriculum. As an instructor, measure student outcome by applying multiple assessments which correctly reflect student learning through review, reflection, collaboration and peer learning. Involve family and community in the learning process whenever positive and appropriate.

What topics and ideas will students address?

- The student analyzes and evaluates the effectiveness of collaborative leadership and teaming results.
- The student understands and uses the principles of collaborative leadership and teaming.
- The student applies various rubrics for understanding multiple intelligences, ethics, technological skills, values, and attitudes.
- The student leads in a variety of forms for equality audiences and purposes.
- The student exemplifies collaborative leadership clearly and effectively.
- The student compares leadership styles and applies successful principles in the academic setting.
- The student understands the value of group learning.

Grade Level Expectations (GLEs) addressed:

- K/12--Studies and learns the principles of collaborative leadership.
- K/12--Uses at least one strategy for generating ideas and planning curriculum to include teaming.
- K/12--Produces a team learning environment over time.
- K/12--Implements SQ diversity in organizing teams.
- K/12--Demonstrates understanding of possible stages and roles in teaming development.
- K/12--Expands knowledge of and learns from others in different belief systems, intelligences, ethics, and technological skills.
- K/12—Selects team project topics and activities to demonstrate teaming skills.

- K/12--Organizes and encourages a respectful teaming work or learning environment.
- K/12--Inspires others to engage teaming projects in their classroom.
- K/12--Creates a teaming project involving another classroom, families, and the community.

Required Course Materials:

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules.

Text: *Included with course materials*

heart2heart: Be yourself everyone else is taken
 Dr. Ardys Reverman Friendly Universe Collection, 2011

ISBN-0: 09625385-O-O

Turning Points: Journey of Self Discovery
 Dr. Ardys Reverman Friendly Universe Collection, 2011

ISBN-10: 09625385-7-4

Available from www.friendlyuniverse.com BOOKS
 Or through www.Amazon.com new/-used books booksellers

Suggested Course Text:

Optional Titles: *21st Century Skills: Rethinking How Students Learn.*
 Author: Brandt, Ronald S. III & Bellanca, James.
 Publisher: Solution Tree Press, 2010.
 Available from Amazon.com-used book sellers:

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
You must complete all course videos, quizzes and assignments.
See Assignments on page 5, assignments are subject to revisions.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact us through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific . Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

Assignments

Assignments are subject to revisions.

1 Credit Assignment

There are a series of eleven questions to write about. Write one paragraph for each of your eleven questions explaining your understanding of the best answer to the question based on the course comments. You may include a personal story to illustrate your point if you want. Each paragraph should be a minimum of five sentences.

2 Credit Assignments

Assignment 1

There are a series of eleven questions to write about. Write one paragraph for each of your eleven questions explaining your understanding of the best answer to the question based on the course comments. You may include a personal story to illustrate your point if you want. Each paragraph should be a minimum of five sentences.

Assignment 2

Provide background on education today and what we hope to have in the future. Discuss your subject area in terms of Oregon 21st Century Core Standards you use. Peer to peer teaming, technology shifts BYOD- (bring your own device), collaborative leadership, principle-centered leaders, and classroom think, look, talk, feel learning stations. (two page minimum)

4-Credit Assignment

Assignment 1

“Our children come through us, not from us”

Gibran Khalil Gibran

There are a series of eleven questions to write about. Write one paragraph for each of your eleven questions explaining your understanding of the best answer to the question based on the course comments. You may include a personal story to illustrate your point if you want. Each paragraph should be a minimum of five sentences.

What is our role in preparing our students for the future?

1. How are you aligning your subject to the 21st Century Core Standards? This has revealed many unique and original opportunities and cross-disciplinary skills for educators and students. All students need teaming skills and principles of collaborative leadership to maximize their potential in the global marketplace. Coupled with these new worldwide opportunities are challenges which require many great brains to study and resolve. Capitalizing on individual gifts and skills is an important component to resolving new issues and maintaining current strengths. Educators need to learn the necessary collaboration skills to share them with students and prepare the curriculum which will implement these traits into their classroom learning process. It's an amazing feeling when someone tells you their problems and you instantly know you can make a difference in their lives. When multiple intelligence's, ethics, creativity, and technological skills are evaluated, students and teachers have more tools to enhance the learning process and create personal and group success.
2. Do we care if students are better prepared for the opportunities and challenges awaiting them in this increasingly interdependent world?
3. Are we ready to take on the challenge of finding out what is needed on the road ahead with regards to education, communication, higher order thinking, understanding, innovation, compassion, creativity, and the determination to create more collaboration in the world?
4. Is it necessary to care enough to push ahead to find out what is needed and do it? All these challenges are interrelated and they are the key to our future on this planet. We are fascinated by the possibility that you or I might be a catalyst in tackling the challenge of making our world a better place in which to live and perhaps somehow leaving a positive mark on that tree of life.
5. How do we do that?
6. Where do we start? So much of our world history has been sown by the threads of the power of competition for dominance in religion, military, politics, wealth, and landmass owners.
7. So how can we make a difference? Is it possible to create an earthly environment focused more on collaboration and less on the competition?
8. If so, how is that possible? What would it take to make that shift in vision, intention, and communication?
9. Which skills do we lack to meet these challenges in our home, our nation, and in the world?
10. Are we determined not to fail and is it worth a little extra effort, research, and self-discovery to develop the skills we lack and get ourselves on track to a better self, community, and world?
11. In order for there to be a collaborative climate in our nation and the world, how must it begin with individuals? Each person needs skills of collaboration to successfully function at work, in the community and beyond. With practice, those collaborative skills will develop collaborative leaders. Those collaborative leaders will then serve in our schools, businesses, and government applying collaborative communication skills in their relationships which will improve their worldwide relationship.

You may find the following link useful:

- Oregon Common Core State Standards Fact Sheet, Oregon Department of Education

Assignment 2

Provide background on education today and what we hope to have in the future. Discuss your subject area in terms of Oregon 21st Century Core Standards you use. Peer to peer teaming, technology shifts BYOD- (bring your own device), collaborative leadership, principle-centered leaders, and classroom think, look, talk, feel learning stations.