This course supports the assessment for EFP1. The course covers 7 competencies and represents 3 competency units.

Introduction

Overview
This course aims to broaden and deepen your understanding, experience, and critical thinking skills with regard to cultural differences and cross-cultural interactions. Intercultural competence—a lifelong and ongoing learning process—is introduced as a crucial skill set and benefit to the individual, organizations, interpersonal relationships, and society. You will develop foundational skills that will aid you as you continue to become more interculturally aware and skilled in your personal and professional relationships. Analyzing the role of culture in the world, developing culturally responsive practices, and understanding the barriers to and the benefits and challenges of diversity will be emphasized.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Government and the U.S. Department of Education:

- Webinar recording
- Transcript of webinar recording
- Read the ESEA now referred to as the ESSA
Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: This e-text is available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. VitalSource also offers a Print on Demand option that you can purchase.*

You may learn more about it here: [http://wgu.libguides.com/printondemand](http://wgu.libguides.com/printondemand)

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 1:**

- Preparing for Success
- Diversity and Culture Today

**Week 2:**

- Empathy, Multiple Perspectives, and Worldviews
- Personal and Social Barriers to the Appreciation of Diversity
- Development of Personal Identity

**Week 3:**

- Culturally Supportive Practices for Various Settings
- Performance Task 1

**Week 4:**

- Effective Communication Practices in a Global Environment
Week 5:

- Diversity in Collaborative Environments
- Performance Task 2

**Webinars**

Webinars are live sessions that last approximately thirty minutes. Course instructors provide an introduction to the course, review competencies, share recommendations for engaging with the course material, and explain task-specific requirements.

The EFP1 mentors also provide live webinars supporting our students. Check out the EFP1 calendar for the cohort dates.

If the details of the live events are not showing properly, please log into [www.google.com/calendar](http://www.google.com/calendar) then you can refresh the calendar to see the full details. All times are listed in Mountain Time.

- **Live Events Calendar**

This calendar includes all of our live offerings, including webinars and cohorts. Please click on any of the individual offerings to learn more about them. All times are listed in Mountain Time.

**Contact a Course Instructor**

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Course Instructor Contact Information**

If your assigned course instructor is not available, we invite you to [click here](http://click here) to find a time to work with your course instructor:to schedule with an available course instructor.

**Competencies and Objectives**

This course provides guidance to help you demonstrate the following competencies and associated objectives:
• **Competency 152.2.1: Culture and Diversity**
  The graduate analyzes the interrelationship of culture and diversity and their role in the ever-changing contemporary cultural landscape.

**Objectives**

- Recognize culture as a means of identifying relationships among people.
- Contrast the concepts of culture and diversity.
- Contrast assimilation and pluralism and give an example of each.
- Compare common myths associated with diversity.
- Identify examples of demographic, social, and cultural changes that are responsible for the growing importance of diversity.
- Recognize the importance of diversity education.
- Differentiate different types of diversity among groups of people.

• **Competency 152.2.2: Cultural Worldview**
  The graduate analyzes multiple perspectives and worldviews from a culturally inclusive point of view.

**Objectives**

- Recognize the legacy of historic inequalities that impact contemporary society.
- Recognize how cultural and social changes contribute to diversity.
- Differentiate among concepts of culture shock, counterculture, and subcultures.
- Differentiate between how cultural beliefs influence behaviors and practices at the organizational and societal level.
- Analyze cultural attitudes through the creation and dissemination of cultural artifacts.

• **Competency 152.2.3: Personal Identity**
  The graduate analyzes various cultural and social influences on the development of personal identity.

**Objectives**

- Recognize what defines culture and the establishment of a cultural identity.
- Recognize various cultural characteristics that influence the development of individual identity.
- Explain how cultural beliefs influence behaviors and practices at the individual level.
- Compare the influence of culture on individual versus group choices.
- Analyze the distinctions of one's own ethnic and/or cultural heritage through various classifications.
- Analyze personal cultural beliefs with respect to personal attitudes or behaviors.

• **Competency 152.2.4: Obstacles to Diversity**
  The graduate integrates effective strategies for overcoming obstacles to the appreciation of diversity by individuals, social groups, and institutions.
Objectives

- Recognize how various facets of identity intersect.
- Identify various aspects of personal and social barriers to diversity inclusiveness.
- Analyze the causes and effects of discrimination, prejudice, and racism.
- Recognize the importance of social movements in fostering or inhibiting social change in cultures.
- Analyze various methods for questioning assumptions.
- Select effective strategies for overcoming barriers to diversity.

**Competency 152.2.5: Communicating in a Global Environment**
The graduate evaluates various communication practices for their effectiveness and appropriateness in a global environment.

Objectives

- Describe how language use is related to ways of thinking, cultural heritage, and cultural values.
- Explain how communication and culture interrelate.
- Differentiate methods for utilizing communication skills to negotiate cross-cultural situations or conflicts.
- Select information technologies to access research and communicate effectively about diversity.
- Evaluate strategies for communicating appropriately with individuals.
- Evaluate strategies for communicating appropriately with groups.

**Competency 152.2.6: Diversity in Collaborative Environments**
The graduate evaluates the benefits, strengths, and challenges of diversity in collaborative environments.

Objectives

- Recognize how diversity plays a part in establishing roles on teams.
- Compare strengths and weaknesses to working in a diverse team environment.
- Recognize obstacles to effective collaboration and teamwork.
- Analyze the role diversity plays in small group teamwork.
- Analyze the importance of teamwork in large and small group environments.
- Evaluate strategies for overcoming conflict when experiencing diverse points of view.
- Evaluate the effectiveness of various approaches for conflict management for a given situation.

**Competency 152.2.7: Culturally Responsive Practices**
The graduate analyzes culturally responsive practices that support diversity in a variety of settings.

Objectives
○ Identify the characteristics of leadership in a culturally responsive environment.
○ Recognize leadership as an interactive process.
○ Recognize diversity skills that contribute to success in both social and workplace settings.
○ Identify characteristics of diversity-conscious leadership.
○ Determine appropriate methods to employ culturally responsive practices.

Diversity and Culture Today

As with many terms, the definitions of diversity and culture are often intertwined. Frequently, they are used to characterize and/or explain the meanings of one another. As a result, acceptance of individuals from varying backgrounds is often overshadowed by simplistic models. In the activities that follow, you will begin to recognize the significance of diversity and culture so that you develop an understanding of the impact of diversity in society.

Read, Watch, Explore, Complete

Complete the following activities within this section.

Read:

- Bucher: Chapter 1 ("Diversity: An Overview")
- The Dictionary of Multicultural Education is a great reference text. When you click on the link, please select “Read Online” and then you can look up a variety of terms. The definition of cultural identity begins on page 56, and the definition of diversity begins on page 93.
- The Cultural Iceberg

Watch:

- The Demographic Transformation of the U.S. (12 min.)
- American Voices / Immigrant America 04 - The Melting Pot (6 min.)
- Talking Culture: The Iceberg (4 min.)

Explore:

- Teaching Tolerance
- EdChange
- Anti-bias Framework: Unpacking Diversity

Complete:

- Self-Assessment Chapter 1
- Diversity Conscious Profile
- Learning Log: Diversity and Culture Today

Empathy, Multiple Perspectives, and Worldviews

Many concepts exist within the ideal that is culture. The relationships and interactions among individuals and groups are essential to understanding and working effectively with different cultural groups. To do so, there is a need to explore inter-group relations and controversial realities in an objective, frank, and professional basis.
Read, Watch, Explore, Complete
Complete the following activities within this section.
Read:

- Bucher: Chapter 2 ("Diversity Consciousness and Success")
- Delpit: Pages 167–183 ("Education in a Multicultural Society: Our Future's Greatest Challenge")
- Critical Practices for Anti-Bias Teaching
- As Diversity Grows, So Must We
- Difference Between Counterculture and Subculture

Watch:

- Diverse Educators with Diverse Professional Backgrounds (3 min.)
- Ticking Boxes (20 min.)

Explore:

- Educators: The Value of Diverse Life Experiences and Perspectives

Complete:

- Self-Assessment Chapter 2
- Learning Log: Empathy, Multiple Perspectives, and Worldviews

Personal and Social Barriers to the Appreciation of Diversity

The term *culture* encompasses many complex concepts. Examining relationships and interactions among individuals and groups is essential for addressing barriers to success. To address barriers, there is a need to explore intergroup relations and controversial realities in an objective, frank, and professional way.

Read, Watch, Explore, Complete
Complete the following activities within this section.
Read:

- Bucher: Chapter 3 ("Personal and Social Barriers to Success")
- The Diversity Kit, an Introductory Resource for Social Change in Education, Part II: Culture
- "Multicultural Issues"
- "Racism"

Watch:

- Diversity Video (32 sec.)
- "It Gets Better" – Love, Pixar (8 min.)
- Zach Wahls Speaks About Family (3 min.)

Explore:
Development of Personal Identity

In this portion of the course, you will explore self-image and cultural and social influences as they are connected to your personal identity.

Read, Watch, Explore, Complete
Complete the following activities within this section.

Read:

- Bucher: Chapter 4 ("Developing Diversity Consciousness")
- The Anti-Bias Framework: Unpacking Identity

Watch:

- Observable & Non-Observable Characteristics of Culture (8 min.)

Explore:

- Smithsonian "Cultural Centers"
- Diversity Conscious Profile
- National Indian Education Association
- Education Alliance at Brown University

Complete:

- Self-Assessment Chapter 4
- Learning Log: Development of Personal Identity

Culturally Supportive Practices for Various Settings

In this topic, you will view leadership through the lens of diversity. Even though most individuals may consider themselves in non-leadership roles, everyone is a leader or manager in one form or another. You may be a head-of-household, one among many siblings, a significant contributor in your community, or a leader among peers at work. As you complete activities in this topic, contemplate the value of the information as it relates to your roles and spheres of influence.

Read, Watch, Explore, Complete
Complete the following activities within this section.

Read:

- Culture in the Classroom
- Teacher Characteristics for Culturally Responsive Pedagogy
• Language, Literacy, and Culture: Aha! Moments in Personal and Sociopolitical Understanding

Watch:

• Cultural Competence: What Does it Mean for Educators? (6 min.)
• Becoming a Culturally Competent Teacher (5 min.)

Explore:

• Scholastic's Diversity Resources

Complete:

Learning Log: Culturally Supportive Practices for Various Settings

Performance Task 1

Complete and submit Performance Task 1 in Taskstream.

As you work on Task 1, refer back to the Learning Logs you have completed so far. The reflections and insights that you recorded on these logs can directly inform your work on Task 1.

Task 1 Resources

• Overview of Task 1 performance assessment (6 min.)
• Task 1 Template and Tips

Effective Communication Practices in a Global Environment

Effective communication is vital in all settings. Schools and communities have become more culturally diverse than in the past. Therefore, educators must understand the influence of culture on individuals' communication practices.

Read, Watch, Explore, Complete

Complete the following activities within this section.

Read:

• Bucher: Chapter 5 (“Communicating in a Diverse World”)
• Cultural Norms Affect Oral Communication in the Classroom (after following this link to the WGU Library, select the PDF Full Text link on the left to read the article.)
• Before Pressing Send

Watch:

• "Linguistic Diversity Challenge" (1 min.)
• "Linguistic Profiling" (6 min.)
• Intercultural Communication Adventure With Little Pilot (2 min.)

Explore:
Diversity in Collaborative Environments

The benefits of diversity in the workplace include the development of better ideas and creative results. Nevertheless, diversity also increases the potential for conflict. Simple misunderstandings and intolerance can create challenges in diverse work groups that may result in conflict. Such challenges must be addressed in order to maximize the benefits of working in diverse environments.

Educators must possess the skill to work collaboratively with individuals from diverse backgrounds. The unique perspectives of colleagues, parents, students, and community members can enrich the school environment and decrease the potential for conflict. Teaching is improved and learning is enhanced by collaboration at all levels.

Watch, Explore, Complete
Complete the following activities within this section.

Watch:
- How Diversity Creates Conflict - Jeanne Martinson (3:47)
- How to Handle Conflict and Confrontation (5:49)
- Conflicts, Workplace, and Diversity (3:52)
- Conflict Resolution Strategies Video (9:10)

Explore:
- Cross Cultural Conflict Resolution in Teams

Complete:
- Learning Log: Diversity in Collaborative Environments

Performance Task 2

Complete and submit Performance Task 2 in Taskstream.

As you work on Task 2, refer back to the Learning Logs you have completed so far. The reflections and insights that you recorded on these logs can directly inform your work on Task 2.

Task 2 Resources
- Overview of Task 2 performance assessment (3:56 min.)
- Task 2 Outline and Tips
- Task 2 Resources
- Sources for gathering demographic information:
  - State and Country QuickFacts
  - USA.gov Culture and Ethnic Groups

Final Steps

Congratulations on completing the activities in this course! This course content has prepared you to complete the course’s assessments. If you have not already completed the assessments, schedule and complete them now.