Graduate Course Number: 7442

Course Title: From the Ground Up: Building Diversity, Equity, and Inclusion (DEI) in Your Program

Days/Times of Class Meetings: Asynchronous // June 6-July 31, 2022

Number of Credits for the course: 3 Graduate Credit

Instructor's Contact Information and Office Hours:

Cameron W. Jenkins
601.754.2944
cwjleadership@gmail.com
Appointments available by request

"This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session."

Student Engagement Statement: Each hour of credit implies a 50-minute class period plus 2 hours of outside the class preparation or its equivalent. Students in compressed courses are required to prepare for the first day of classes by preparing the pre-course readings and any pre-class assignments.

Course Description: The biggest challenges we have with managing diversity in our programs are often the ones we don't see. Every time we hold a rehearsal, plan a performance, or bring in a guest clinician we are adding a new chapter to our program's diversity story.

As leaders in our schools, we are responsible for championing a culture of belonging, empathy, and team building which is best realized in the framework of Diversity, Equity, and Inclusion. This course is all about how to recognize our diversity challenges, opportunities, roadblocks and how to fix them. In this course, we will expand on what you know about diversity and unpack how you can accelerate your diversity efforts.

To summarize, if you have the tools to expand diversity opportunities, build collaboration and support individual connectivity across boundaries, you are going to have a lot more success in creating an inclusive environment within your program(s).

Course Learning Schedule

Course Calendar or Schedule: Sessions are asynchronous and are organized by weekly video recordings, discussions, and topics.

June 6-July 31, 2022

Week 1
　　　　DEI – "What Does it Really Mean?"

Week 2
　　　　DEI – Start, Stop, Sustain

Week 3
　　　　DEI – Relationships Over Results

Week 4
　　　　Inclusivity and Representation through Leadership

Week 5
　　　　Quality & Diverse Repertoire

Week 6
　　　　Reflecting The Community

Week 7
　　　　DEI – Celebrations

Week 8
　　　　Final Project "Build a DEI Legacy: A Program Diversity Improvement Plan"

Students will be able to identify the areas of opportunity in their program to build sustainable action steps to move closer toward diversity.

Students will be able to identify the diversity roadblocks and blindspots in their music program and create a plan to accelerate more diversity efforts in multiple aspects of their music program.

Students will examine the current philosophies and trends in music education regarding diversity, equity, and inclusion.

Furthermore, students will suggest new considerations and action steps for diversity, equity, and inclusion in a music education program.

Project: "Learn their Story" Diversity, Equity, and Inclusion Interview with a Peer, a Mentor, or a Role Model in Music Education.

Project: Final Project proposal.

Final Project: "Build a DEI Legacy: Program Diversity Improvement" Plan based on the results of the Candidates assessment of the current music program. Create action items to improve diversity for students in your music program or a music program in your community.

Course Requirements and Assessment:
Regular participation in posted online forums and classroom discussions.

Reading, observing, and understanding of posted material.

Three major projects: "Learn their Story" Interview, Final Project Proposal, and Program Diversity Improvement Proposal.

Grading Breakdown:

Online Forum and Classroom Discussion: 50%
"Learn their Story" Interview: 15%
Final Project Proposal: 15%
Program Diversity Improvement Proposal: 20%

Instructional Materials: No Required Textbook

Attendance Policy: Students are expected to participate in weekly online discussions at their convenience.

Candidate Conduct
"An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional

behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program."

Cell Phone/Computer Policy: An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty
"Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program.

Examples of academic dishonesty include:
 ● Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
● Communicating or receiving answers or information to/from another in a testing situation.
● Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
● Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
● Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
● Collaborating or turning in jointly produced work on any test or

assignment that is intended to reflect individual effort."

Plagiarism

"Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College.

Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

"No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion."

Disability Statement

"If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course."