



## Syllabus for Political Science 4393/5393: Cultural Competency in Organizations

**NOTE: If you have tested positive for COVID-19 or have had direct exposure to someone with COVID-19, file a report with the COVID-19 Response Team at [https://uco.co1.qualtrics.com/jfe/form/SV\\_39Omw83BStDpw1L](https://uco.co1.qualtrics.com/jfe/form/SV_39Omw83BStDpw1L).**

### Course Information

College: Liberal Arts  
Department: Political Science  
Course title: Cultural Competency in Organizations  
Semester: Fall 2021  
Course number: POL 4393/5393  
CRN: 17359/17358  
Building and Classroom: UCO Downtown – Carnegie  
Meeting Day/Time: Thursday, 6-8:45 PM

### Instructor Information

Instructor name: Dr. Alyssa L. Provencio  
Office location: Liberal Arts Building – North 100B, Political Science suite, Box 165  
Student hours: By appointment anytime during regular business hours (M-F, 9 AM-5 PM) via Zoom or face-to-face by request.  
Email (*the BEST way to get ahold of me!*): [aprovencio@uco.edu](mailto:aprovencio@uco.edu)  
I will respond as soon as possible, within 24 hours, as long as it's during regular business hours (M-F, 9 AM-5 PM); I cannot guarantee any responses outside of those hours.  
Campus telephone: (405) 974-5537  
Personal Google Voice phone number: (405) 896-0906 – This number forwards to my cell phone; I cannot receive text messages at this number.  
Teaching Philosophy: I aim to be inclusive and participatory in the pursuit of equity and justice in the public sphere.

### Master of Public Administration Program Mission, Vision, Values

#### Mission

As the flagship public service program for Oklahoma’s metropolitan university, the University of Central Oklahoma MPA serves diverse communities by preparing ethical, transformational leaders who creatively and analytically inform public dialogue and manage policy through collaborative action by preparing graduates for careers in government, nonprofit organizations, and other public service fields.

#### Vision

To be the graduate program of choice for Oklahoma’s public servants.

#### Values

Professionalism, Ethical Leadership, Diverse and Global Perspectives, Social and Environmental Justice

#### Land Acknowledgment

The MPA faculty acknowledge and honor the indigenous peoples whose unceded traditional lands overlap in Oklahoma – the Apache, Arapaho, Caddo, Comanche, Kiowa, Osage, and the Wichita. We also remember the 60 tribes who were relocated during the genocidal disruptions of the removal era, including, but not limited to, the Muscogee, Sac and Fox, Seminole, Cherokee, Delaware, Osage, Ponca, and Pawnee nations. In the United States, Oklahoma has the third-largest number of tribes, behind Alaska and California.

#### Supported Competencies

<p><b>Universal Competency #1 – To lead and manage in public governance.</b> SLO - UCO MPA graduates recognize and apply appropriate theoretical frameworks to the practice of leadership and management.</p>	
<p>1. Demonstrates self-awareness of one’s personal leadership style, strengths, and/or temperament, and how this may affect relating to and communicating with others.</p>	

<b>Universal Competency #5 – To communicate and interact productively with a diverse and changing workforce and citizenry.</b> SLO - UCO MPA graduates professionally and effectively communicate, both written and orally, and through informal and formal interactions in diverse work environments, and communities.	
1. Understands the importance of diverse perspectives and/or recognizes barriers to inclusion.	
4. Comfortably presents information to a broad and diverse population, adapting content and style to the audience.	

## Course Description and Objectives

### Course Description

Cultural Competency in Organizations prepares public administrators to incorporate cultural competency into policy development and implementation in order to meet the core requirement of effective delivery of services to a comprehensive and inclusive public. The course focuses on the four components of cultural competency:

(1) awareness of one’s own cultural worldview; (2) attitudes toward cultural differences; (3) knowledge of different cultural practices and worldviews; and, (4) cross-cultural skills. **What does this mean? We will work toward understanding ourselves, the publics that we serve, how to listen to the unique challenges various groups face, and how to collaborate to achieve solutions.**

### Prerequisites

Graduate: None.

Undergraduate: ENG 1113, 1213, and senior standing.

### Course Objectives

- Demonstrate effective communication and interaction with people across cultures.
- Formulate a conceptual framework from culturally-competent administration.
- Differentiate and critique competing perspectives on cultural competency and inclusive management.
- Evaluate one’s own cultural worldview.
- Develop knowledge and skills that foster continuous cultural competence development.
- Utilize strategies and resources to instill cultural competence as a life-long learning process.

### Textbook Information

All materials used will be provided via D2L free of charge.

## Course Outline, Requirements & Assignment Weights, and Grading

Module	Date	Themes	Due Wednesday before class by 11:59 PM (on D2L Assignments)
Module 1	26-Aug	Welcome, Introductions, and Overview – What is cultural competency?	
Module 2	2-Sep	Key Terms – Diversity, Equity, Inclusion (DEI) + more	
Module 3	9-Sep	Diversity and Multiculturalism in the Workforce	
Module 4	16-Sep	The Importance of Representation	Sep. 15 @ 11:59 - Personal Diversity Map
Module 5	23-Sep	Legal Dimensions	
Module 6	30-Sep	Intersectionality – 1 <sup>st</sup> Teach	
Module 7	7-Oct	Ethnicity and Race – 2 <sup>nd</sup> Teach	
Module 8	14-Oct	<b>Fall Break</b>	
Module 9	21-Oct	Gender – 3 <sup>rd</sup> Teach	
Module 10	28-Oct	Gender Identity/Expression & Sexuality – 4 <sup>th</sup> Teach	
Module 11	4-Nov	Age & Ability – 5 <sup>th</sup> Teach	
Module 12	11-Nov	Religion – 6 <sup>th</sup> Teach	
Module 13	18-Nov	IDI Conversation	Nov. 17 @ 11:59 PM - Organizational Analysis
Module 14	25-Nov	<b>Thanksgiving Break</b>	

Module 15	2-Dec	Impact of Diversity on Organizations	
Module 16	9-Dec	Presentations	Book Review Presentation due in class
Finals Week	Final Book Review due December 16, 2021 @ 11:59 PM		

### Course Requirements & Assignment Weights

**More information about the following assignments will be provided in class and via D2L.**

% of Grade	Assignment Name	Description	Due Date
15%	Participation	This will be a cumulative grade of attendance and classroom engagement.	No due date.
20%	Weekly Memos	Students should prepare a one-page, double-spaced memo on each week's readings. The memo should respond to issues or questions raised by the texts; these may refer to concerns related to the texts themselves. At the bottom of every memo, each person should include <b>two questions</b> they have about the readings.	Weekly - these should be posted to D2L by 8 AM the Wednesday morning before the class session.
10%	Reading Team "Teach"	<p>Delivering material to an audience is an important part of organizations' learning and development. You will be responsible to develop a 30-minute teach of one of the week's material to the class.</p> <p>This is not an exercise in providing a detailed summary of the readings, but to use movies, TV programs, video clips, role play, stories, or games to communicate the most interesting things you learned from the readings. You must clearly discuss how the movies, programs, clips, or stories match the class readings or the theories. Have fun with the topic!</p> <p>Peer evaluations of your performance will be conducted.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <li>• "Tell" the class what you like (agree) most and what you dislike (disagree) most about the ideas in the reading material</li> <li>• You can use visual aids, play video clips, design PowerPoint slides, jokes, games...whatever that you can think of to impress the audience</li> <li>• Time: about 30 minutes, with 10-15 minutes for questions.</li> <li>• If you will use some materials (e.g. video clips) on the computer or other instruments, please come to the classroom early to set it up and test.</li> </ul>	Varies.
10%	Personal Diversity Map	Type a three page personal ethnic history (i.e., ethnicity identity, gender, sexual orientation, religious affiliation, ability differences, and communication style). For example, what kind of jokes does your family tell or spurn? What kinds of foods do you eat, especially at certain times of the year? What are your family expectations about education? What is the role of language within your family? Do you have an accent? How does the region of the country you are from affect you? What is your religious affiliation? Please explain how your ethnic characteristics have influenced your experiences, outlook, and approach to your life. These papers will be discussed in class.	Sep. 8 @ 11:59 PM
10%	Organizational Analysis	<p>Who works in your organization? Diversity and culture, including equity and inclusion has an impact on all organizations. However, to understand diversity you must know who is in your organization. Write a description of your organization from a diversity standpoint. Then, perform an assessment. Include the following in your description:</p> <ul style="list-style-type: none"> <li>• What does your organization do?</li> <li>• What is the diversity makeup of the organization?</li> </ul>	Nov. 17 @ 11:59 PM

		<ul style="list-style-type: none"> <li>Is cultural competence important to your organization? Is equity and inclusion? How do you know?</li> <li>What is missing? What needs to be improved?</li> </ul> <p>If using sources, use APA citations for your work along with a references page.</p>	
15%	Intercultural Diversity Inventory	<p>The IDI® is the only theory-based assessment of intercultural competence. You are asked to take the Inventory at no cost to you.</p> <p>The IDI generates profiles of an individual’s capability for shifting cultural perspective and adapting behavior toward cultural differences and commonalities—that is, their intercultural competence orientation. When used to assess an individual’s level of intercultural competence, an IDI Individual Profile Report is prepared for that individual. In addition, a customized, Intercultural Development Plan® (IDP®) is also prepared for the person. This IDP provides a detailed blueprint for the individual to further develop his/her intercultural competence</p>	There will be deadlines for both taking the assessment and debriefing with a qualified administrator on the UCO campus (can be done virtually).
20%	Final Book Review and Presentation	<p>Students should prepare a 1,500-word (undergrads: 1,000-word) book review over a book of their choice related to the issues presented in class. You can use the following website as a guide for the review: <a href="https://www.writing-world.com/freelance/asenjo.shtml">https://www.writing-world.com/freelance/asenjo.shtml</a>. The book must be approved by the professor and will be due the same day as the final exam would be at 11:59 PM.</p> <p>The presentation will be a 10-15 minute overview of their book and critique. The presentations will take place the last full week of class (dead week).</p>	December 16, 2021 @ 11:59 PM

## Class Policies

### Grading Policies

#### Scale

A 90-100

B 80-89.9

C 70-79.9

D 60-69.9

F 0-59.9

#### Grading Response Times

Grades will be posted in the D2L grade book within two weeks of the due date unless otherwise communicated via the News Board or D2L email.

#### Late Work Policy

Assignments are due by the times and days listed in the schedule. Assignments may be uploaded to D2L after the deadline with an automatic 5% off per day it is late (example: 2 days late = 10% off). The final paper will not be accepted after the deadline during finals week. Any other circumstances will be handled on a case-by-case basis.

### Missing Class & Make-Up Assignments

You are all adults and should make decisions accordingly. It is your responsibility to obtain the information you missed in class and to keep up with any changes in the course outline. That being said, in-class activities cannot be made up. If you need to miss a class due to illness, family emergency, death in your immediate family, or any other grave matters, please email, phone, or talk to me in person before with justification, if possible. If one of the above circumstances affects your ability to turn in an assignment, please email/phone/talk to me in person before with justification, if possible, before the due date. If it is not possible to contact me before the missed class or due date, please contact me as soon as you can.

### Contesting Grades

If you have received a grade on an assignment that you see as unfair, you have the right to contest the grade with a written explanation sent to me by email. I will consider it, but I reserve the right to give the grade initially given with an explanation of why your request was denied. Final grades will NOT be changed. You will have had ample opportunity to contest your grades on assignments and/or exams. For example, while figuring final grades, if I find you are one point away from the next highest grade, you

will receive the lower grade. If you are .1 point from the next highest grade, you will receive the lower grade. I will NOT raise your grade at the end of the semester if you are one or two points away from the next higher grade. What you earned is what you get. If I do it for one person, I will have to do it for all.

## Classroom Expectations

### *Participation*

The success of a student's performance is directly related to the quantity and quality of preparation for and participation in classes. I fully expect participation and active engagement during class sessions.

### *Behavior*

I expect appropriate class behavior. The classroom is a learning environment and a preparation for your entry into the workforce, continuation up the workforce ladder, and/or additional higher education. I want you to come to class, exchange ideas, think, have fun, and challenge other students and me intellectually. Arriving to class late, leaving class early, interruption, sleeping in class, reading, listening to music, and displaying other inappropriate behavior are not conducive to a learning environment. If you do not want to be in my class, please don't come. As this class is participatory, I expect that we will be sharing our own ideas/opinions. These ideas/opinions may not always be that of your colleagues. Please be respectful! I take discrimination very seriously. Racist or sexist remarks will be considered a violation of classroom expectations and I reserve the right to refer the offender to the Office of Student Conduct. If you are being disruptive, I will ask you to leave. If this occurs twice during the semester, you will not be allowed to return to class and you will be referred to the Office of Student Conduct.

## Technology

Please bring a laptop, tablet, or internet-capable phone to class – we will use it for in-class activities. Use it well! Please don't text during class. If you need to have a cell phone ringer on (e.g., if you are an emergency responder, expecting an important call, and/or going through a family emergency), please set your phone on vibrate and inform me in advance; otherwise, please set your phone to silent.

### *D2L*

You all will have access to the online-based instruction program Desire2Learn (D2L). I will use D2L in several ways, including emailing the whole class on updates and information, posting course documents (including any updates to the course outline), using it as an assignment submission tool, and for other activities. We will discuss the use of D2L more in class. You must understand how to use D2L, as it is essential to your success in class. If you have any questions, please see me for help.

### *Zoom*

We might be using Zoom as a contingency plan. The link to the class session would be located in D2L.

### *Email*

All course emails will be sent to your UCO email address; check your emails regularly! When emailing me, I ask that you please include POL 4393/5393 and a short descriptor of what your email is about; for example, POL 4393/5393: Question about Assignment.

### *Recording Policy*

Due to limitations on the disclosure of personally identifiable information under certain federal privacy laws, students are not permitted to record class sessions or allow non-students to view online class sessions. Students registered with the UCO office of Disability Support Services may request accommodation of the prohibition and must present a copy of the DSS letter to the instructor.

## Fine Print

### Illness

If you are ill/contagious, out of respect for your classmates and me, I request that you do not come to class. If this is the case, please let me know via email. Please refer to "Missing Class & Make-Up Assignments" for further details on how sick days will be handled.

### Incompletes

All students are expected to complete course requirements by the end of the semester. In those rare circumstances in which completion by the semester's conclusion is not possible, I may decide to either submit a final grade based on the work completed or submit a grade of "I" along with a default grade based on work completed. In no case will an "I" grade be submitted unless at least 50% of the required work has been completed by the end of the semester. If an "I" grade is provided, the student will be allowed no more than one year from the end of the semester to complete course requirements; else, the "I" grade will convert to the default grade.

### Academic Integrity

I seek to uphold equity and fairness in my classroom. Cheating of any kind will not be tolerated in consideration of your fellow students. I abide by UCO's Academic Dishonesty Policy, which is available in the syllabus attachment.

## Usability, Inclusivity and Design

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity.

## ADA Statement Regarding Special Accommodations

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 ("Title IX"), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or [TitleIX@uco.edu](mailto:TitleIX@uco.edu). The Title IX Office is located in the Lillard Administration Building, Room 114D.

## Office of Academic Affairs COVID-19 Syllabus Statement - Fall 2021

Consistent with Centers for Disease Control (CDC) guidance for areas of substantial or high COVID-19 transmission as of August 1, 2021, the University of Central Oklahoma recommends that all individuals wear a mask covering the mouth and nose when in public indoor spaces such as classrooms, laboratories, studio spaces, the library, the Nigh University Center, enclosed athletic facilities, and other shared indoor spaces on campus. While mask wearing is not required, the university encourages all members of the university community to follow the guidelines issued by the CDC based on conditions in Oklahoma County. This guidance may be revised at any point during the semester.

As detailed in the Student Code of Conduct, students are expected to be familiar with the UCO Coronavirus webpage, [www.uco.edu/coronavirus](http://www.uco.edu/coronavirus) and are expected to follow the recommendations and guidance published on that page. Because the recommendations and guidance are subject to change, students should check back often for updated information and requirements.

Students who follow these guidelines will not be penalized for class absences provided they follow their instructor's directions for making up missed assignments in a timely fashion, in conformity with the requirements and expectations outline in the class's syllabus. Instructors shall provide reasonable opportunities, consistent with the structure and objectives of the class, for students who are following these guidelines to participate in and to keep up with the work of the class.

As the conditions on campus and in the community evolve, events may occur that necessitate a change in the procedures, course schedule or modes of delivery. The information provided on [www.uco.edu/coronavirus](http://www.uco.edu/coronavirus) will be updated throughout the academic year. Procedure changes on this webpage and communicated via official correspondence from the university will supersede any prior guidance.

## UCO Policies

### Transformational Learning Objectives

This course supports the following tenets of transformative learning:

- Discipline Knowledge
- Leadership
- Global and Cultural Competency
- Problem Solving (Research, Scholarly, and Creative Activities)
- Service Learning and Civic Engagement
- Health and Wellness

### Other University Policies

University policies cover any topic not included here. Additionally, the [UCO Information Sheet](#) covers many important topics and applies to all courses at UCO.