

### **107-The Community Within**

Designed to support the existing community of teachers and administrators from underrepresented groups, and to facilitate communication, reflection and professional growth.

*Format:* Participants from one specific school.

### **Level 200 - Advanced Courses**

#### **201-Executive Level II**

Covers case studies exploring strategies for organizational change, the prevention of conflicts in cross-cultural communications, and applications of techniques.

*Prerequisite:* ICI 103

*Format:* Participants from several schools.

#### **202-Faculty Level II**

Course builds on the Foundations courses for a more in-depth study of the cognitive, social and emotional development of children in relation to meeting the needs of African American students, with a focus on equity in the classroom, applying theory to case studies, and connecting curriculum to racial identity development and the cognitive process.

*Prerequisite:* ICI 101.

*Format:* Participants from one specific school.

### **Level 300 – Specialized Courses**

Specifically designed as per school request.

### **TO ENROLL CONTACT:**

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**Fall, Winter, Spring and  
Summer terms available.**

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Jeanie C. Carr, Executive Director

## **BLACK STUDENT FUND**



## ***Institute for Cultural Inclusion (ICI)***

**Professional Development for  
Administrators & Teachers**

**Established in 1994**

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## Purpose

To provide educators with tools to work for social justice and against bias of all kinds, including race, class, gender and sexual orientation.

To support students and their families.

To impact curriculum design, admissions and hiring practices, school climate and community building and school administration and governance.

## Course Offerings

Level 100.....**Foundations Courses**  
Level 200.....**Advanced Courses**  
Level 300.....**Specialized Courses**  
NOTE: Advanced course participants must fulfill pre-requisite course(s).



## Registration

**Institute for Cultural Inclusion (ICI)** courses are designed to augment schools' professional development initiatives.

Schools are encouraged to include various constituencies for participation, including faculty, administrators and other staff members.

In order to accommodate scheduling of a specific course, we ask that schools plan early for participation and register in advance of a given semester. This will allow a school to select the ideal course(s) and the ideal timing in the academic year to meet its needs.

Course participants will receive a certificate of completion upon fulfillment of a course. This denotes class attendance, active participation in exercises and discussion, and submission of a reflection paper and an action plan proposal.

## Course Descriptions

### **Level 100- Foundations Courses**

#### **101-Building Community (Faculty)**

A survey course in anti-bias work provides educators with information and tools to teach from a culturally broadened, social justice perspective.

*Format:* Participants from one specific school.

#### **102-Facilitating Community (Admissions)**

Addresses issues of equity specific to the admissions process.

*Format:* Admissions professionals from several schools.

#### **103-Facilitating Community (Division Heads)**

Addresses equity issues specific to administration at the division level in independent schools.

*Format:* Participants from several schools.

#### **104- Facilitating Community (Administrative Team)**

Explores the identification and development of effective team strategies for addressing racial and cultural inequities in the management of independent schools.

*Format:* Participants from one specific school.

#### **105-Leading an Inclusive Community (Executive Level I)**

Explores cultural and racial inequities in education, pragmatic approaches to initiating change, and issues regarding the leadership of independent schools.

*Format:* Heads of School from several schools.

#### **106-Building Community (New Hires)**

Designed to increase staff retention by providing teachers and administrators from underrepresented groups with strategies to succeed in the independent school environment.

*Format:* Participants from one specific school or from several schools.