



# SUL ROSS STATE UNIVERSITY

Department of Education

Fall 2015

**ED 5316 Diversity in Public Education**

**Instructor: Rebecca Schlosser, J.D., Ed.D.**



## **Office Hours:**

Via Webex: Friday: 10:00 am -1:00 pm

Saturday, Sunday: 10:00 am-1:30 pm

**And BY APPOINTMENT**

**Room 309, MAB**

**432-386-3830 (cell)**

**Tues and Wednesday – days off**

## **Text:**

Koppelman, K.L. (2014). *Understanding Human Differences: Multicultural Education for a Diverse America* (4th Ed.). Boston: Pearson.

## **Description:**

An overview of multicultural education. Students will gain an appreciation and understanding, from an educational leadership perspective, of considerations associated with educating the multicultural learner. Students will also gain an understanding of the need to design and support a curriculum that will benefit multicultural learners. Finally, by interacting with colleagues and professor, students will gain a practical knowledge of putting what one learns into practice.

## **Course Objectives: Primary**

To gain an understanding of the notion of multicultural education in today's public schools.

To become familiar with current texts and research on the subject of multicultural education.

To appreciate the inherent academic enhancement of a multicultural setting.

To learn strategies for leading a campus of multicultural learners.

To gain an awareness of the need for understanding the issues surrounding multicultural education in a pluralistic environment.

## **Secondary**

To improve communication skills through writing and speaking.

To become actively engaged in reading current articles on education.

To practice synthesis: lessons learned in one topic applied to a related topic.

Applicable Competencies: In our pluralistic society, it is critical that educators understand multicultural learners and how to respond to their educational needs, so that they and our society as a whole can compete in the world market.

## **Principals**

Principal Competency 002 states the principal knows how to respond to diverse interests and needs of all members of the school community in order to promote success.

Principal Competency 003 states that the principal will act with integrity, fairness, and in an ethical and legal manner. To be ethical and fair, a principal must, among other things, support a curriculum that is beneficial to all students.

Principal Competency 005 states that the principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. The principal knows how to facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice. The principal knows how to facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and to be successful are available to all students.

### **Counselors**

Counselor Competency 002 states that the counselor understands student diversity. Counselor Competency 008 states that the counselor demonstrates collaboration, consultation, and professionalism and is able to collaborate with families.

**Format Requirements for Submittals:** All submittals must comply with the APA Publication Manual for citations, reference list, subheadings, and style. Use Times New Roman, #12 font with one-inch margins on all sides. PLEASE DOUBLE SPACE ALL ASSIGNMENTS (per APA). Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide current, professional, peer-reviewed references. Assignments submitted with APA errors may receive a grade of “0.” All submittals must be professional papers. Do not submit your assignments in a “homework” or “school assignment” format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that states: name, class, date, assignment name and number. Put your name and the assignment number in the document’s file name. (To do this, click on “**Save as**” and under “**File name**” put your name and assignment number.) **When creating a document file name, do not use any symbols or spaces in the name. Use the “\_” if you wish to leave a blank between words so that there are no empty spaces in the file name. If you do not follow these directions, I may not be able to open your document and links to your documents while creating an electronic portfolio in PowerPoint will not open.**

**Course Assignments:** The primary assignment is to read the textbook and supplement your learning from Internet links provided with the course and from independent reading and demonstrate your application of the content through quizzes, discussion boards, culminating project, and the final exam.

### **QUIZZES**

There are 14 quizzes over the textbook chapters. The items range from multiple choice to matching. Each quiz is worth 50 points. They may only be taken once, and the estimated time is 20 minutes.

### **PRACTICE TEST**

There is 1 practice test for the TExES Principal exam with questions over competency 2, 3, and 5. This practice test is worth 50 points

### **DISCUSSION BOARDS**

There are 4 Discussion Boards and 2 bonus Discussion Boards (participation is optional). You will write a response to videos and articles. The textbook may be referenced to allow for

pertinent quotes to be included in the response. Each Discussion Board is worth 25 points. The Discussion Board will be graded on the thought you put into your responses, and the evidence you provide to support your position. Assignments must be grammatically correct, and points will be deducted for poor grammar and for spelling errors.

**FINAL EXAM**

The final exam is a series of essay questions that challenges you to demonstrate your ability to synthesize the entire content of the course. The final exam is worth 100 points.

**FINAL PROJECT**

A culminating project will be assigned for 100 points. Scenario: To demonstrate your leadership, create a power point for your school faculty that outlines your action plan to address this challenge:

This year, the demographics at your school have changed dramatically to include a large group of: Hispanics, African American, Asians, Special Needs students, Families in poverty, Native Americans (select any one group). Design a power point to present your plan for welcoming the new group into your school and include the following components. You will present your plan to class on August 3.

- 1) Description of the group’s values and cultural practices.
- 2) Plans for involving the families in the school culture.
- 3) Plans for providing academic support for the students to be successful.
- 4) Methods to evaluate the effectiveness of your plan.
- 5) Defined roles for all staff members to implement the plan.
- 6) On last slide, list three or more sources you used to prepare the plan.
- 7) For principal candidates, the culminating project should be added to your Electronic Portfolio that has been adopted by the Sul Ross State University Education Department’s requirement for the Master of Education in the Principal Program. At the end of the program in your Practicum course, you will submit a Final Portfolio that is a comprehensive summative evaluation of the work you have done in each course in this Principal Program.

**1) SCHEDULE OF ACTIVITIES: Jan. 20, 2015 Class Begins**

**Course Assignments**

<b>Activity</b>	<b>Points</b>	<b>Due Date</b>
Read chapters 1,2,3		Aug. 31
Discussion Board : Echoes of Brown video	25	Aug 31 to Sept 7
Quizzes chapter 1,2,3	150	Aug. 31
Read chapters 4,5,6		Sept. 14
Discussion Board: Would you protest anti-Muslim Discrimination video	25	Sept. 14-21

Quizzes 4,5,6,	150	Sept. 14
Read chapters 7,8,9		Sept. 28
Discussion Board: Respond to article, “How Poverty Affects Classroom Engagement” Respond to video, “The Only Good Indian”	25     <b>25 bonus points</b>	Sept. 28-Oct. 5
Quizzes 7,8,9	150	Sept. 28
Read chapters 10,11, 12		Oct. 12
Discussion Board: “Would you defend gay parents?” video Respond to video, “Bullied”	25     <b>25 Bonus points</b>	Oct. 12-19
Quizzes 10,11,12	150	Oct 12
Read chapters 13,14		Oct. 25
Quizzes 13,14 & TExES Practice test	150	Oct. 26
Culminating Project	100	Nov. 2
Final Examination	100	Nov. 2(Exam will open early and close at 11:45 pm)

**Grading: The total possible points are 1050.** The final course grade will be assigned according to this scale:

- A 90% - 100% 945 points or higher
- B 80 – 89% 840 – 944 points
- C 70 - 79% 735 – 839 points
- D 60 – 69% 630 – 734 points
- F Below 60% 629 or lower

**Advice:** Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Begin your research paper as soon as possible. Submit

professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

### **Grading Policy:**

1. No Assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. As papers should be typewritten according to the American Psychological Association (APA) manual. Papers with APA errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are **no** optional assignments in this course. **All** assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

### **Attendance:**

Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make up work is at the discretion of the instructor as it relates to "explained or excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

### **Internet Web Resources:**

The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications for papers submitted in this class. Encyclopedias and other non-peer reviewed data may not be cited. See Course Information on Blackboard for more information. Some Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

### **Conduct:**

Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be

comfortable with your statements if they were published on the front page of the local newspaper.

- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as : ) or ; ) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above "netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

<b>SRSU Disabilities Services:</b>
<p>The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.</p> <p>Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.</p>