

SUL ROSS STATE UNIVERSITY
2015 SUMMER II
ED 5316 DIVERSITY IN PUBLIC EDUCATION
Summer Semester II, 2016
Face to Face

Instructor: Dr. Galen Privitt

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Office Hours: Monday - Tuesday 9:00 -12:00 at River Oaks Location or
Saturday 9:00 to 4:00 at ESC 14

ED 5316 Diversity in Public Education is an overview of multicultural education. Students will gain an appreciation and understanding, from an educational leadership point of view, of the problems 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 through blackboard, one will gain a practical knowledge of putting what one learns into practice.

Course Dates: This is face to face, web supported course which begins on **July 7, 2016** and ends **August 11, 2016**. **There are four class meetings.** Additionally, there are due dates for all assignments.

Required Textbooks:

Cushner, K, McClelland, A., Safford, P. (). Human diversity in Education (8th Edition). McGraw Hill. (ISBN: 0078110335).

Diller, J. (). Cultural diversity: a primer for the human services. Cengage learning. (ISBN 1285075404)

AND THE FOLLOWING

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC:
Author

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assignments. Assignments are due on the date listed in the course calendar. Late work will not be accepted unless prior approval is granted by the professor.
All assignments must be submitted on Blackboard.

Points:

Essays 2 @ 7.5 points	15
Case Studies 2 @ 7.5 Points	15
Discussions 3 @ 5 points ea.	15
Weekly Presentations 3 @ 5	15
Book Critique Presentation	10
Final Book Critique	15
Final Exam	<u>15</u>
Total	100

Attendance Policy: Participation and timely assignment completion is required. Your Sul Ross e-mail will be the official means of communicating for the course. Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in Region 14 education courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In this course, this policy is interpreted as missing 1 weekend session. Any student dropped for non-participation will receive an F in the course from which they are dropped.

Our meeting dates are as follows:

- July 09—9:00 to 4:00**
- July 16—9:00 to 4:00**
- July 23—9:00 to 4:00**
- July 30—9:00 to Whenever we finish**

Course Objectives: Primary

- 1 To gain an understanding of the notion of multicultural education in today's public schools.
- 2 To become familiar with current texts and research on the subject of multicultural education.
- 3 To appreciate the inherent academic enhancement of a multicultural setting.
- 4 To learn strategies for leading a campus of multicultural learners.

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

Secondary

- 5 To improve communication skills through writing.
- 6 To become actively engaged in reading current articles on education.
- 7 To practice synthesis: lessons learned in one topic applied to a related topic

Applicable Principal Competencies: In our pluralistic society, it is critical that principals 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.

- 1 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 manner and legal manner. To be ethical and fair, a principal must, among other things, support a curriculum that is beneficial to all students.
- 2 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.

Program Learning Outcomes

The graduating student will demonstrate that he/she:

1. Has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner (School Community Leadership Domain).
2. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective learning environment (Administrative Leadership Domain).

4. Principal Portfolio: Graduate students in the principal preparation program will know how to: prepare an electronic professional portfolio based on the Brown and Irby model during all coursework and orally defend the portfolio with 80% accuracy in the Portfolio Defense.

Course Assignments: The primary assignment is to read the textbook and supplement your learning from the Internet links provided with the course and from independent reading. All written assignments must be posted through the Blackboard component available at www.sulross.edu. All assignments must be completed using Windows 2003 or later. You will find instructions for each assignment under ASSIGNMENTS, on Blackboard. You might not agree with everything in the text but your assignments will be graded more on the thought that you put into your responses and not because they are correct or incorrect. **Assignments must be grammatically correct.** Points will be deducted for poor grammar and for spelling errors. After the assignment is graded you are able to click on the grade in Blackboard to read my comments on the assignment.

Submittal Requirements: **Title your files appropriately and submit them through Blackboard.** All assignments MUST be submitted as an attached file using the .doc file format. No other file format can be accepted. You may **not** submit your assignment by typing the response in the small box provided on the assignment submittal page or by emailing them directly to the instructor. **Assignments emailed to the professor will neither be accepted or graded!!!!**

All submittals must comply with the APA Publication Manual. Before submitting, have someone review your formatting, especially the citations and references. Use Times New Roman #12 font with one-inch margins on all sides. The page header should contain your name, the date, the course number, and the assignment name. Center a title for each assignment just below the header. Double space throughout the assignment and there is no need to include the scenario with your submission. Avoid using contractions and slang when writing the scenarios. Each case study should be about two pages in length.

If all references do not fit conveniently on the bottom of the last page of your paper, you must put them together on a separate page. Some assignments will not require references while others will. If a reference is used, be sure to properly document **every time**.

Grading: Each Chapter assignment must be submitted no later than midnight of the due date. In order to keep the grading fair for all students, late assignments arriving prior to midnight of the next assignment due date will be accepted but the

assignment is worth less points. The final course grade will be assigned according to this scale:

90-100 points-A

80- 89 points-B

70-79 points- C

Below 70 points-F

SRSU Disabilities Services

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.

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.