

Sul Ross State University

2020 Summer Session II

ED 5316 Diversity in Public Education

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Office Hours: Monday and Tuesday 8:00 – noon

By Appointment

ED 5316 Diversity in Public Education is 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.

Required Textbooks:

Koppelman, K.L. (2017). *Understanding human differences: Multicultural education for a diverse america* (5th Ed.). Boston: Pearson. (Earlier editions do not follow the same chapter order in all cases, and do not include some of the latest information.)

Attendance:

Policies in effect for on-campus, traditional classroom instruction courses apply to this course. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences.

Course Objectives: Primary

1. Students will gain an understanding of the notion of multicultural education in today's public schools.
2. Students will become familiar with current texts and research on the subject of multicultural education.

3. Students will appreciate the inherent academic enhancement of a multicultural setting.
4. Students will learn strategies for leading a campus of multicultural learners.
5. Students will gain an awareness of the need for understanding the issues surrounding multicultural education in a pluralistic environment.

Secondary

6. Students will improve communication skills through writing and speaking.
7. Students will become actively engaged in reading current articles on education.
8. Students will 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

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.
2. 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.
3. 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

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

Student Learning Outcomes (some or all addressed in this course)

Southern Association of Colleges and Schools Commission on Colleges requires all academic programs to identify key outcomes students will master during the degree program.

SLO 1: Master of Education students will demonstrate writing skills and the ability to use research methodology to design a research paper.

SLO 2: Master of Education students will identify diversity practices in education.

SLO 3: Master of Education students will demonstrate knowledge and leadership in their chosen area of specialization.

Marketable Skills

The Texas Higher Education Coordinating Board requires all academic programs to identify workplace skills that students will develop through their degree programs.

1. Students will develop writing skills for effective communication.
2. Students will develop research skills to promote life-long learning.
3. Students will demonstrate an understanding of diversity.

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. ***All assignments are due on the Saturday of the week assigned; with the exception of the final that will be posted on August 5 and must be completed by August 7 at noon.***

- I. There are 14 quizzes over the textbook chapters.** The items range from multiple choice to matching. Each quiz is worth 50 points. They may be taken twice, if you wish, and you will receive the higher grade. The estimated time is 20 minutes for each quiz. Do not refer to the book while taking the quizzes.
- II. There are 8 Discussion Boards.** You will write a response to videos and articles. The textbook must 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. *To earn full points, you are*

required to read and respond to 2 or more others' postings and include one or more citation from your textbook or other readings in APA format. Please begin each posting to another student by addressing them by name.

- III. There is one interview assignment.** You will select someone from a different ethnic or social group than you are. It could be a different race, religion, income level, age generation, disability level, or sexual orientation. There are a minimum of three questions to ask, and you may add additional questions. One final requirement is to write a 25 word reflection on the interview experience. The interview is due on July 25th and is worth 50 points. See Assignment in Blackboard for more details.
- IV. 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. **Your project is due August 1.**

- 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 Educational Leadership Program. At the end of the program in your Internship course, you will submit a Final Portfolio that is a comprehensive summative evaluation of the work you have done in each course.

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

Tentative Course Assignments

Subject to Change

Date	Activity	Points	Due Date
July 1 (spans two weeks)	<i>Individual Attitudes & Interpersonal Relations</i> Read chapters 1,2,3		
	Discussion Board 1 : Echoes of Brown video	25	Saturday, July 11
	Discussion Board 2: View the video and power point on Religious Diversity. Select one of the three questions posed on slide 12 and write your position on that situation (either for or against).	25	Saturday, July 11
	Quizzes chapter 1,2,3	150	July 11 at midnight
July 12	<i>Cultural Foundations of Oppression</i> Read chapters 4,5,6		
	Discussion Board 3: Would you protest anti-Muslim discrimination video	25	Saturday, July 18
	Discussion Board 4: Watch the video clip from the movie, "The Only Good Indian" and respond to the questions posted on Blackboard.	25	Saturday, July 18
	Quizzes 4,5,6,	150	July 18 at midnight
July 19	<i>Cultural Pluralism & Contemporary Dilemmas</i> Read chapters 7,8,9		

	Discussion Board 5: Respond to article, “How Poverty Affects Classroom Engagement”	25	Saturday, July 25
	Quizzes 7,8,9	150	July 25
	Interview is due	50	July 25
July 26	<i>Sexism, Heterosexism & Ableism</i> Read chapters 10,11, 12		
	Discussion Board 6: “Would you defend gay parents?” video	25	Saturday, August 1
	Discussion Board 7: View the “Bullied” video	25	Saturday, August 1
	Quizzes 10,11,12	150	Saturday, August 1
	Culminating Project is due	100	Saturday, August 1
August 2	<i>Challenge of Diversity</i> Read chapters 13,14		
	Quizzes 13,14	100	Friday, August 7 at midnight
	Discussion Board 8: View the Maya Angelou video and explain how the theme, “I will rise” applied to her life and applies to this course in diversity.	25	Friday, August 7 at midnight
	Final will be posted from 8/5-8/7closing at noon	100	Friday, August 7 at midnight

Grading: The total possible points are 1125. All work is due on the due date. Assignments turned in late may receive up to a 20% deduction in points. The final course grade will be earned according to this scale:

A	90% - 100%	1012 points or higher
B	80 – 89%	1011 - 900 points
C	70 - 79%	899 - 787 points
D	60 – 69%	786 - 675 points
F	Below 60%	674 or lower

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in another course.
- Turning in another’s work as one’s own.
- Copying from professional works and internet sites without citation.

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

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.

Distance Education Course Policy

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

For your writing assignments, consider using **Smarthinking**, found under Tools in Blackboard. **Smarthinking** provides an online "live" editor to give you feedback on your writing drafts before submitting them.

