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*Sul Ross State University*

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**Department of Education  
ED 5316 Diversity in Education  
Spring 2021 Syllabus**



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**Office Hours**

Tue/Thurs. 9-11; 1-5 pm CST

## **Course Description**

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ED5316 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.

## **Marketable Skills**

- Critical Thinking/Problem Solving
- Digital Technology
- Written Communication

**Critical Thinking:** Students will analyze various strands of discrete data to support planning and decisions.

**Digital Technology:** Students will understand and be able to apply and integrate technology in multiple professional settings.

**Written Communication:** Students will apply formal and informal writing styles to communicate in the professional setting.

Performance Standards, Goals, and Learning Objectives

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## **Primary Goals:**

- 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 Goals:

To improve communication skills through writing and speaking.

To become actively engaged in reading current articles on education.

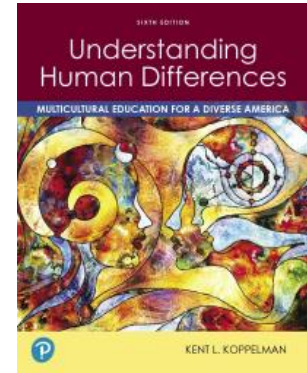
To practice synthesis: lessons learned in one topic applied to a related topic.

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.

### Required Text

Koppelman, K.L. (2020). *Understanding Human Differences: Multicultural Education for a Diverse America* (6th Ed.). ISBN 13: 9780136615934.

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.



### Program & Student Learning Objectives TExES Competencies

#### Reading Specialist TExES Competencies

- **Standard 2: Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
- **Standard 3: Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**Competencies:** 2.1k, 2.2k, 2.3k, 2.3k, 2.4k, 2.5k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.6s, 2.7s, 2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 1.17k, 2.18k, 2.19k, 2.20k, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s, 3.1k, 3.1s, 3.2k, 3.4k, 3.5k, 3.6k, 3.2s, 3.3s, 3.4s, 3.5s, 3.7k, 3.8k, 3.8k, 3.9k, 3.11k, 3.6s, 3.7s, 3.8s, 3.9s.

#### Principals TExES Competencies

- 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.
- 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.
- 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

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## Assignments and Grades

Type of Assignment	Points
<p><b>14 textbook chapter readings and quizzes.</b> The quizzes are multiple choice and matching; each is worth 25 points and may only be taken once. The quizzes are timed and you will have 30 minutes to complete each quiz. You may NOT exit and re-enter.</p> <p style="text-align: right;">SUBTOTAL:</p>	<p>25 points total for each Quiz (x14=350)</p>
<p><b>10 Discussion Boards and Peer Reviews;</b> write a response to videos and articles. The textbook should be referenced to allow for pertinent quotes to be included in the response. Each Discussion Board is worth 50 points. The Discussion Board will be graded on the thought you put into your responses, and the evidence you provide to support your position following APA guidelines. Initial posts should include a 400 word response that is supported using academic language, following APA guidelines. After the initial post, a peer review encompassing at least 200 characters must be provided. Peer reviews should ask higher order questions, provide additional support, and encourage dialogue. Assignments must be grammatically correct, and points will be deducted for poor grammar and for spelling errors.</p> <p style="text-align: right;">SUBTOTAL:</p>	<p>10 @ 40 points for each Discussion and Peer Review</p> <p style="text-align: center;">400</p>
<p><b>Diversity Guest Speaker Participation and Journal Reflection:</b> Participate and provide a journal reflection in a roundtable discussion with Dr. Savannah Williamson on Diversity, Equity, and Inclusion in Education Programs.</p>	<p style="text-align: center;">25</p>
<p><b>Meeting The Needs of Diverse Learners Community Program and Presentation:</b> You will research using the SRSU library to locate recent articles addressing strategies to engage and better meet the needs of diverse learners. You may focus on a specific diverse population and issue: Differentiated instruction for ELL learners, questioning, improving literacy for exceptional students, etc. Presentations will be delivered in Microsoft TEAMS. Presentations will be recorded and posted to a discussion board following the synchronous session. All course participants are strongly encouraged to be present. Students that are unable to attend and present must let the instructor know prior to the synchronous meeting. In addition, students who do not attend will be asked to view all presentations in the discussion board and provide a written reflection to each presentation. Presenters must monitor the</p>	

<p>Discussion Board and respond to students' comments. The plan should include</p> <ol style="list-style-type: none"> <li>1) Description of the group's values and cultural practices.</li> <li>2) Plans for involving the families in the school culture.</li> <li>3) Plans for providing academic support for the students to be successful.</li> <li>4) Methods to evaluate the effectiveness of your plan.</li> <li>5) Defined roles for all staff members to implement the plan.</li> <li>6). Sources</li> </ol> <p style="text-align: right;">Paper SUBTOTAL: Presentation SUBTOTAL:</p>	<p>100 100</p>
<p><b>Learning Audit Essay</b> that challenges you to demonstrate your ability to synthesize the entire content of the course.</p> <p>SUBTOTAL:</p>	<p>25</p>
<p><b>TOTAL POINTS:</b></p>	<p><b>1000</b></p>

The **grading policy** for this course is as follows:

- A = 900 or higher
- B = 800-899
- C = 700-799
- D = 600-699
- F = Below 600

Course Schedule: Subject To Change

<p><b>Module 1: Understanding Ourselves and Others and Introduction to Pluralism</b></p> <ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Participate in Introduction Discussion</li> <li>• Read Koppelman (2020) Chapter 1</li> <li>• Participate in My Values: What I Believe Discussion and Peer Review</li> </ul>	<p>Jan. 18</p>
<p><b>Module 2: Understanding Prejudice and Its Causes</b></p> <ul style="list-style-type: none"> <li>• Read Koppelman (2020) Chapter 2 and 13</li> <li>• View Echo's of Brown Video</li> <li>• Participate in Echoes of Brown Discussion and Peer Review</li> </ul>	<p>Jan. 25</p>
<p><b>Module 3: Communication and Leading in Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>• Read Koppelman (2020) Chapter 3</li> <li>• Quizzes: Chapter 1, 2, and 13</li> </ul>	<p>Feb. 1</p>

<ul style="list-style-type: none"> <li>• Participate in Conflict Resolution Discussion and Peer Review</li> </ul>	
<p><b>Module 4: Understanding English Language Learners and the Assault on Cultural and Language Diversity</b></p> <ul style="list-style-type: none"> <li>• Read Koppelman (2020) Chapter 4</li> <li>• View Learning English: Diverse Students in American Classrooms</li> <li>• Participate in Believing in Myths Discussion and Peer Review</li> </ul>	Feb. 8
<p><b>Module 5: Understanding Experiences of People of Color, Racism, and Oppression</b></p> <ul style="list-style-type: none"> <li>• Read Koppelman (2020) Chapter 5</li> <li>• View The only good Indian.</li> <li>• Participate in The only good Indian Discussion and Peer Review</li> <li>• Take Quizzes Chapters 3, 4, and 5</li> </ul>	Feb. 22
<p><b>Module 6: The Struggle for Religious Freedom, Religion, and Oppression</b></p> <ul style="list-style-type: none"> <li>• Read Koppelman (2020) Chapter 6 and 7</li> <li>• View Dr. Jeanne Qvarnstrom PowerPoint on Religious Oppression</li> <li>• View Would you protest anti-Muslim discrimination video?</li> <li>• Participate in Anti-Muslim Discussion and Peer Review</li> </ul>	March 15
<p><b>Module 7: Meeting the Needs of Students of Poverty</b></p> <ul style="list-style-type: none"> <li>• Read Koppelman (2020) 8 and 9</li> <li>• Read Jensen, E. (2013). How poverty affects classroom engagement. Educational Leadership, 70(8), 24-30..</li> <li>• Participate in How Poverty Impacts Classroom Engagement Discussion and Peer Review</li> <li>• Take Quiz Chapter 6 and 7</li> </ul>	March 22
<p><b>Module 8: Sexism and Heterosexism</b></p>	March 29

<ul style="list-style-type: none"> <li>• Read Koppelman (2020) Chapter 10 and 11</li> <li>• View Would you defend gay parents?</li> <li>• Participate in Discussion and Peer Review</li> <li>• Take Quiz 8 and 9</li> </ul>	
<b>Module 9: Ableism</b> <ul style="list-style-type: none"> <li>• Read Koppelman (2020) Chapter 12</li> <li>• View Ableism in Academia Video</li> <li>• Participate in Ableism Discussion and Peer Review</li> <li>• Take Quiz 10 and 11</li> </ul>	April 5
<b>Module 10: Bullying</b> <ul style="list-style-type: none"> <li>• Read Koppelman (2020) Chapter 14</li> <li>• View Bullied</li> <li>• Participate in Bullied Discussion and Peer Review</li> <li>• Take Quiz Chapter 12 and 14</li> <li>• Participate in Dr. Savannah Williamson Conference in MS TEAMS (Time To Be Determined)</li> <li>• Journal</li> </ul>	April 12
<b>Module 11: Creating Unity in a Diverse Education Program</b> <ul style="list-style-type: none"> <li>• Meeting The Needs of Diverse Learners Community Program and Presentation, Presentation May 1 @ 7 PM CST</li> <li>• Learning Audit Essay</li> </ul>	May 1

***SRSU Distance Education Statement.*** Candidates enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Candidates should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify candidates’ identities and to protect candidates’ information. The procedures for filing a student complaint are included in the student handbook. Candidates 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. Candidates 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.

***Technical Support***

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

**Microsoft TEAMS Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.**

**SRSU Library Services.** The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**Americans with Disabilities Act:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Candidates seeking accessibility services must contact Student Services. Candidates seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

And don't forget, SRSU offers personal counseling services for candidates, faculty and staff.

### **SRSU Safety Pledge - One University/One Community**

As a partner in each campus community, the faculty, staff, and candidates agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.
- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

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**ACADEMIC INTEGRITY:** Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

**Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!**

**This course syllabus is intended to be a guide and may be amended at any time.**

**19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**

Koppelman, K.L. (2017). *Understanding Human Differences: Multicultural Education for a Diverse America* (5th Ed.). Boston: Pearson.

Miller-Ray, J. (2019). Investigating the Impact of a Community Makers' Guild Training Program on Elementary and Middle School Educator Perceptions of STEM (Science, Technology, Engineering, and Mathematics). In *STEAM Education* (pp. 79-100). Springer.

Miller, J., Tomas, T., Maryboy, N., & Begay, D. (2018). A Rural Navajo Reservation Makerspace. *Dimensions*, (September/October), 50–52.

Jensen, E. (2013). How poverty affects classroom engagement. *Educational Leadership*, 70(8), 24-30.