Syllabus | ED 5316-Multicultural Perspectives in Education

Fall 2025   16 weeks

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Vision Statement Sul Ross Educational Leadership Program

To provide an exemplary program of work which empowers graduates to be critical thinkers, motivators, and informed decision-makers who will share the responsibilities of shaping the futures of the students they serve with all stakeholders.

Mission Statement Sul Ross Educational Leadership Program

The Sul Ross State University Educational Leadership Program Shall:

1. Prepare graduates to use demographic data as a focal point for change
2. Prepare graduates with the skills needed to be forward thinking instructional leaders
3. Prepare graduates to research, analyze and utilize strategies to facilitate student/staff growth
4. Prepare students for projected changes in certification requirements
5. Prepare master's degree students in serving the needs of the educational community

Course Description

EDUA5316 Multicultural Perspectives in Education is an overview of multicultural education. Students will gain an appreciation and understanding, from an educational leadership perspective, of the 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 professors, students will gain a practical knowledge of putting what they learn into practice.

Performance Standards, Goals, and Learning Objectives

ED 5316 contributes to the following TExES Competencies (PLOs (Program Learning Outcomes): Students will learn the TExES Competencies in the following ways:

DOMAIN I-SCHOOL CULTURE (School and Community Leadership)

- **Competency 1-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**
- **Competency 2-The beginning principal knows how to work with stakeholders as key partners to support student learning.**
- Students will know how to share campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Students will examine their leadership style and leadership theories.

- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.

DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning
- **Competency 3-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**
- **Competency 4-The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**
- Students will know how to facilitate the design and implementation of curriculum and strategic plans that enhance teaching and learning.
- Students will know how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)
- **Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.**
- **Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.

DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY
- **Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**
- Students will know how to communicate and collaborate with all members of the school community, respond to diverse interests and needs.
- Students will learn the importance of diversity and meeting the needs of all learners.
- Students will know how to act with integrity, fairness, and in an ethical and legal manner.

ED 5316 contributes to the following Student Learning Outcomes (SLOs):
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.

Marketable Skills
Critical Thinking/Problem Solving- 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.

Other Job Skills:
Students in the Educational Leadership Program are working towards a degree and/or certificate that will qualify them for administrative positions in the K-12 school system.

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

Assignments and Grades

Assignment descriptions are found in the **Educational Leadership Practicum Handbook** and have been incorporated into this Syllabus. Students should read the Handbook carefully. Assignment requirements are also included in the Blackboard assignment section of the calendar and should be followed carefully.

Grading Policy

Students must complete all Practicum required hours, meetings, and paperwork.
1. No late assignment will be accepted after its due date without prior instructor consent. After 11:59 pm on the date for any assignment due is considered late. If submission is not included by due date, the instructor will assign a grade of "0". Student must contact instructor to submit the late assignment. 10 points will be deducted from the grade for each day late.
2. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
3. Extra credit points are not available.
4. **There are no I's (incompletes) for this class unless there are unusual circumstances. No incompletes will be given without the approval of the field supervisor and program coordinator.**
5. There are no optional assignments in this course. All assignments must be completed to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment to pass the course (regardless of number of points accrued in the course.)
6. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.
7. *Submission of assignments after the Due Date listed in the Course Calendar will result in an automatic "0". It is the student's responsibility to contact the Field Supervisor and make arrangements for a submission.*

Grading Scale

100-90% equate to an A
    89-80% equate to a B
    79-70% equate to a C
    69-60% equate to a D
    59-50% or less receive an F

"Cs" are not accepted in this program. Students scoring below a "B" in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will likely delay completion of the program as the program is sequential and the rotation must be followed.

Student and Instructor Expectations for Online Course

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students must have a microphone and camera.

The instructor will:
> Provide weekly communication and check-ins with students via announcements, videos, or email.
> Be available during office hours posted in syllabus.
> Respond to student emails within 24-hours of receipt during the hours of 9:00am-5:00pm, Monday-Friday. Weekend communication will occur as available.
> Provide grades/feedback to assignments within one week of the submission due date.
> Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
> Provide a range of opportunities to engage in the course content in a meaningful way.
> Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:
> Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
> Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
> Will engage in the course, with their peers, and the instructor with open communication and active participation.
> Will be respectful in their communication with the professor and classmates.
> Will respond to professor communication in a timely manner.
> Will not plagiarize and will demonstrate integrity in all their work.
> Will be proactive and resourceful to problem solve in case of internet or technical issues

Learning Environment

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional-quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But

remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

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 as reference material on papers submitted in this class. 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, and WorldCat Dissertation & Theses.

Format Requirements for Submittals

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 provides: student name, assignment name and number, submission date.* Also, put your name and the assignment number in the document's file name.
Correct format: Last name_First name_Assignment name_#_ED7100_Submission Date
Example: Doe_Jane_Module 1_#2_ED7100_06.05.2024

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 wasoriginally used in whole or another course and/or professor
- Turning in another's work as one's own
- Copying from professional works or Internet sites without citation

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

Use of Generative Artificial Intelligence (GAI)

Generative AI tools, especially large language model chatbots like ChatGPT, are widely used today in many contexts. Learning to use AI responsibly and ethically is thus an important concept to engage with thoughtfully in your work as a student and beyond. Students should, however, be aware of the limits of generative AI tools such as ChatGPT:
- The quality of the prompt fed to the chatbot directly correlates to the quality of the generated text you will receive. Making the most of ChatGPT requires being thoughtful about how you write your prompts.
- Fact-check all AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies. [Click here for information on how to cite AI tools.](#)
- **Caution:** Using an AI-content generator such as ChatGPT to complete an assignment without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work, and you attribute the use of any tools and sources.

The following examples demonstrate **approved uses of AI** in this course. You can take advantage of a generative AI to:
- Brainstorm ideas, draft an outline, clarify thoughts, and/or generate keywords.
- Fine-tune, expand, or clarify your research questions.
- Check grammar, writing conversions, and style; help you find an expression.

The use of generative AI tools **is not permitted** in this course for the following activities:
- Using the AI tool to compose a response to a discussion board prompt or to enter content into a chat in a classroom context (e.g., Teams, Zoom, Google Meets).
- Completing your specific task for the assigned group work.
- Copying and pasting entire paragraphs from the AI tool to complete narrative/essay assignments and/or papers.

Course Withdrawal

The Last day to drop a course with a 'W' is **Tuesday. September 3, 2024**. Drops must be processed and in the University Registrar's office by 4 p.m. A "W" on your transcript has no negative effect on your overall GPA. Please understand that dropping a course means you must re-register and pay tuition to take the course for credit. Additionally, dropping a course may affect your financial aid eligibility or probationary status.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. 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. Directions for filing a student complaint are in the student handbook.

Distance Ed (Web-based-course) Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-base and ITV courses. The university allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F. In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, or communicating with the instructor by phone, email, and/or not following the instructor's participation guidelines stated in the syllabus. Non-participation is equivalent to a student being absent in a regular classroom. Given this equivalency, *non-participation can be defined as a student not submitting assignments and not communicating with the professor.* Attendance for fully online classes is determined by the last participation in course assignment or activity. Students will be notified if they are falling behind, not submitting work, not attending class or failing assignments. Attendance policy information may also be found in the Student Handbook and Information concerning SRSU Online Distance Education Guidelines. In the Educational Leadership Program, the 20% absence threshold will be determined by the following timeframes for non-participation.

- 16-week course: 3 weeks (21 consecutive days) of non-participation
- 8-week course: 1.5 weeks (11 consecutive days) of non-participation
- 4-week course: 1 week (7 consecutive days) of non-participation

Any student dropped for excessive absences will receive either an "F" or a "W" depending upon the faculty member's discretion. Attendance policy information may also be found in the ***Student Handbook and Information concerning SRSU Online Distance Education guidelines.***

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Students With Special Needs
Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, 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 mschwartze@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@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, SUI Ross State University, Alpine. Texas, 79832.

Supportive Statement

My goal is to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

14 Textbook Chapter Readings/Quizzes (50pts Each)
The quizzes are multiple choice and matching. Each is worth 50 points and may only be taken once. Once you begin the test, you must complete it in one sitting.

9 Discussion Boards (50pts Each)
You will 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.

Meeting The Needs of Diverse Learners Community Program (200pts)
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. Further Instructions are found in Bb.

Research PD Project (100pts)
Research 2-3 articles on multicultural education and create and record a 5- slide PWPT PD presentation. You will include citations from the text and the research articles following APA guidelines.

Learning Essay (100pts)
Write an essay that challenges you to demonstrate your ability to synthesize the entire content of the course. You will include 3 citations from the text following APA guidelines.

Course Schedule

Module 1: Understanding Ourselves and Other/ Intro to Pluralism	Items to Submit	Due Dates
Week 1: August 25-31	● Review Syllabus ● Read Chp 1 ● Watch Video ● Intro to Discussion Bd ● My Values Reflection	Sunday, August 31 11:59 PM (CST) 10:59 (MST)
Module 2: Understanding Prejudice and Its Causes	**Items to Submit**	**Due Dates**
Week 2: Sept 1-7	● Read Chp. 2 & 13 ● Watch Video ● Echoes of Brown Discussion Bd	Sunday, September 7 11:59 PM (CST) 10:59 (MST)
Module 3: Communication and Leading in Conflict Resolution	**Items to Submit**	**Due Dates**
Week 3: Sept 8-14 (Assign 1) **Week 4: Sept 15-21(Quizzes)**	● Read Chp. 3 ● Discussion Bd Topic ● Chp. 1,2,&13 Quizzes	Sunday, September 14 11:59 PM (CST) 10:59 (MST) Sunday, September 21 (Quizzes) 11:59 PM (CST) 10:59 (MST)
Module 4: Understanding ELL and the Assault on Cultural Language Diversity	**Items to Submit**	**Due Dates**
Week 5: Sept. 22-28	● Read Chp. 4 ● Watch Video ● Believing in Myths Discussion Bd	Sunday, September 28 11:59 PM (CST) 10:59 (MST)
Module 5: Understanding Experiences of People of Color, Racism and Oppression	**Items to Submit**	**Due Dates**
Week 6: Sept. 29-Oct.5 (Assign 1) **Week 7: October 6-12 (Quizzes)**	● Read Chp. 3 ● Conflict Resolution Discussion Bd ● Chp. 3,4,& 5 Quizzes	Sunday, October 5 11:59 PM (CST) 10:59 (MST) Sunday, October 12 (Quizzes) 11:59 PM (CST) 10:59 (MST)

Module 6: The Struggle for Religious Freedom, Religion, and Oppression	Items to Submit	Due Dates
Week 8: October 13-19	● Read Chp. 6 & 7 ● Watch Video ● Defend Anti-Muslim Discussion Bd	Sunday, October 19 11:59 PM (CST) 10:59 (MST)
Module 7: Meeting the Needs of Students in Poverty	**Items to Submit**	**Due Dates**
Week 9: October 20-26 **Week 10: Oct. 27-Nov. 2**	● Read Chp. 8 & 9 ● Watch Video ● Poverty Discussion Bd ● Chp. 6 & 7 Quizzes	Sunday, October 26 11:59 PM (CST) 10:59 (MST) Sunday, Nov 2 (Quizzes) 11:59 PM (CST) 10:59 (MST)
Module 8: Sexism and Heterosexism	**Items to Submit**	**Due Dates**
Week 11: Nov 3-9 **Week 12: Nov. 10-16 (Quizzes)**	● Read Chp. 10 & 11 ● Watch Video ● "Would You Defend" Discussion Bd ● Chp. 8 & 9 Quizzes	Sunday, Nov 9 11:59 PM (CST) 10:59 (MST) Sunday, Nov 16 (Quizzes) 11:59 PM (CST) 10:59 (MST)
Module 9: Ableism	**Items to Submit**	**Due Dates**
Week 13: Nov 17-23	● Read Chp. 12 ● Watch Video ● Ableism Discussion Bd ● Chp 10 & 11 Quizzes	Sunday, Nov 23 11:59 PM (CST) 10:59 (MST)
Module 10: Bullying	**Items to Submit**	**Due Dates and Point Values**
Week 14: Nov 24-30	● Read Chp. 14 ● Bullied Discussion Bd ● Chp 12 & 14 Quizzes	Sunday, Nov 30 11:59 PM (CST) 10:59 (MST)
Module 11 Creating Unity in a Diverse Education Program	**Items to Submit**	**Due Dates and Point Values**
Week 15: Dec. 1-7 **Week 16: Dec. 8-10**	● Research PD Project ● Reflection Essay	Sunday, Dec. 7 11:59 PM (CST) 10:59 (MST) Sunday, Dec. 10 11:59 PM (CST) 10:59 (MST)