EDAD 561.02W: Multicultural Education for School Administrators

COURSE SYLLABUS: Fall 2021

Please Note: *All assignments and due dates are subject to change at the discretion of the instructor. Students will be advised of changes via university email and announcement postings in D2L.*

Instructor:	Dr. Sharonda Pruitt
Office Location:	Educational Leadership, Ed North Room 105
Office Hours:	**By Appointment**
Cell Phone:	214-336-5813
University Email Address:	**Sharonda.pruitt@tamuc.edu**

Preferred Form of Communication: Email
Communication Response Time: 48 hrs

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

COURSE INFORMATION

Textbook(s) Required

(1) Diversity and Equity in the Classroom, 1st Edition
Valerie Ooka Pang
ISBN-10: 1305386477

The syllabus/schedule are subject to change.

(2) Diversity Matters: Understanding Diversity in Schools, 2nd Edition

(2) Preparing for School Leadership in Texas: Mastering the Principal Competencies and Challenges of 21st Century School Leadership
Author: Kriss Kemp-Graham
Publisher: NCPEA Publications

(3) Publication Manual of the American Psychological Association / Edition 7

Course Description

Multicultural Education for School Administrators - Three semester hours. The purpose of this course will be to critically examine variables of race, power, legitimacy, cultural competence, poverty, disability, ethnicity, gender, age, language, and other factors impacting learning in Texas, the United States and globally in public education systems (PK-12). Emphasis will be placed on the varied leadership styles and skills needed to provide effective leadership for 21st century schools and 21st century students.

Student Learning Outcomes: *Students will be challenged and expected to*:
1. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas Principal to establish and implement a shared vision and culture of high expectations for **ALL** staff and students as evidenced by the school leaders' ability to leverage school culture to drive improved outcomes and create high expectations for **ALL**.
2. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas Principal to promote the success of **ALL** students by acting with integrity and fairness and in an ethical manner by promoting awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.
3. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas School Principal to act with integrity, fairness and in an ethical and legal manner by applying knowledge of ethical issues affecting education; applying legal guidelines to improve learning opportunities; serving as an advocate for all children and promoting the continuous and appropriate development of **ALL** students.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND SBEC TEXES COMPETENCIES

The *syllabus/schedule are subject to change.*

SBEC TeXes Competencies 011-- **The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

<div align="center">

268
DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

</div>

Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

<div align="center">

TAC Rule §149.2001--Principal Standards 4-School Culture

</div>

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
(A) Knowledge and skills.
- (i) Effective culture leaders:
    - (I) leverage school culture to drive improved outcomes and create high expectations;
    - (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
    - (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
    - (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
    - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular

<div align="center">

The *syllabus/schedule are subject to change.*

</div>

opportunities exist for both families and the community to engage with the school and participate in school functions.

- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

- (i) **<u>Shared vision of high achievement</u>**. The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) **<u>Culture of high expectations</u>**. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- (iii) **<u>Intentional family and community engagement</u>**. The principal engages families and community members in student learning.
- (iv) **<u>Safe school environment</u>**. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) **<u>Discipline.</u>** The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

COURSE REQUIREMENTS

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook*).*

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

COURSE OUTLINE AND EXPECTATIONS

DESIGN OF THE CLASS

This class is designed on constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

The *syllabus/schedule are subject to change.*

CLASS PARTICIPATION

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience. This web based course will be made up of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to have recorded weekly minutes in the D2L portal. The D2L reports these minutes to me. In certain circumstances if a student is (inactive) for "0" recorded minutes, they are dropped from the course.

Students must be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

ONLINE CLASS ENVIRONMENT

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Assignment/Assessment	% Of Grade	Due Date
Multicultural Quiz	0	1st Wednesday of Module 1
Discussion Board (3)	40	DB#1-Sunday 11:59pm Module 2 DB#2-Sunday 11:59pm Module 3 DB#3-Sunday 11:59pm Module 4 DB#4 -Sunday 11:59pm Module 5
Case Study Responses (2) Group Project	30	CS#1-Sunday 11:59pm Module 3 CS#2-Sunday 11:59pm Module 5
Final Project—Pillar Group Project	30	Pillar-Wednesday 11:59pm Module 7

Final grades will be calculated on the following scale

90-100	A	Excellent
80-89	B	Good
70-79	C	Poor
Below 70	F	Unacceptable

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback

The *syllabus/schedule are subject to change.*

to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the rubric provided (see Course Grade Rubric attached). Points will be deducted for the submission of late work.

ASSIGNMENTS

Completion of assignments

Each student is expected to work individually and/or with a group at the direction of the instructor to complete the assignments of the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to the professor and work submitted to the wrong assignment box will not be accepted. Please be mindful of your submission deadlines.

In the instances when you experience internet outages and you are requesting an extension, documentation of the outage will need to be provided. Please contact your internet provider for the documentation. If you are in an area that is prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing D2L. D2L can be accessed on your smart phones. Additionally, there are numerous places where internet access is Free:

1. McDonalds
2. Starbucks
3. Public Library
4. Dairy Queen
5. Barnes and Nobles
6. TAMUC Campus

Please have a back up plan for internet outages.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

COURSE PROCEDURES/POLICIES

DESIGN OF THE CLASS

This class is designed on constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

The *syllabus/schedule are subject to change.*

CLASS PARTICIPATION

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience. This web based course will be made up of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to have recorded weekly minutes in the D2L portal. The D2L reports these minutes to me. In certain circumstances if a student is (inactive) for "0" recorded minutes, they are dropped from the course.

Students must be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

ONLINE CLASS ENVIRONMENT

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Assignment/Assessment	% Of Grade	Due Date
Multicultural Quiz	0	1st Wednesday of Module 1
Discussion Board (3)	40	DB#1-Sunday 11:59pm Module 2 DB#2-Sunday 11:59pm Module 3 DB#3-Sunday 11:59pm Module 4 DB#4 -Sunday 11:59pm Module 5
Case Study Responses (2) Group Project	30	CS#1-Sunday 11:59pm Module 3 CS#2-Sunday 11:59pm Module 5
Final Project—Pillar Group Project	30	Pillar-Wednesday 11:59pm Module 7

Final grades will be calculated on the following scale

90-100	A	Excellent
80-89	B	Good
70-79	C	Poor
Below 70	F	Unacceptable

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback

The *syllabus/schedule are subject to change.*

to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the rubric provided (see Course Grade Rubric attached). Points will be deducted for the submission of late work.

<u>**ASSIGNMENTS**</u>

Completion of assignments

Each student is expected to work individually and/or with a group at the direction of the instructor to complete the assignments of the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to the professor and work submitted to the wrong assignment box will not be accepted. Please be mindful of your submission deadlines.

In the instances when you experience internet outages and you are requesting an extension, documentation of the outage will need to be provided. Please contact your internet provider for the documentation. If you are in an area that is prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing D2L. D2L can be accessed on your smart phones. Additionally, there are numerous places where internet access is Free:

7. McDonalds
8. Starbucks
9. Public Library
10. Dairy Queen
11. Barnes and Nobles
12. TAMUC Campus

Please have a back up plan for internet outages.

SYLLABUS CHANGE POLICY

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

GRADING

Final grades in this course will be based on the following scale:

90-100	A	Excellent
80-89	B	Good
70-79	C	Poor
Below 70	F	Unacceptable

The *syllabus/schedule are subject to change.*

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

The *syllabus/schedule are subject to change.*

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

The *syllabus/schedule are subject to change.*

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

The *syllabus/schedule are subject to change.*

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here**"** to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Course Specific Procedures/Policies

No late work is accepted

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

The *syllabus/schedule are subject to change.*

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Graduate Student Academic Dishonesty 13.99.99.R0.10

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

The *syllabus/schedule are subject to change.*

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COVID 19

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

COUSELING SERVICES

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

The *syllabus/schedule are subject to change.*

COURSE OUTLINE / CALENDAR

COURSE ASSIGNMENTS	DUE DATES
Discussion Board	
#1	9/5/21
#2	9/12/21
#3	9/19/21
#4	9/26/21
Case Studies	
#1	9/12/21
#2	9/26/21
Final	
Pillar Project Due to Pruitt and Peer	10/3/21
Individual Peer Review	10/6/21

The *syllabus/schedule are subject to change.*