



EDAD 561 Section
Multicultural Education for School Administrators
Summer 1, 2023

COURSE SYLLABUS

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

Instructor: Dr. Mitch Curry
Office Location: Zoom, Email, or by phone
Office Hours: **By Appointment**
Cell Phone: 903-366-6376
University Email Address: Mitchell.Curry@tamuc.edu

Preferred Form of Communication: Text or Email anytime
Communication Response Time: 24 hrs.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

(1) *Diversity and Equity in the Classroom*, 1st Edition Valerie Ooka Pang ISBN-10: 1305386477 ISBN-13: 9781305386471 © 2018

(2) *Diversity Matters: Understanding Diversity in Schools*, 2nd Edition Lynn Kell Spradlin ISBN-10: 1111341672 ISBN-13: 9781111341671 © 2012

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

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

Course Description

Multicultural Education for School Administrators - Three semester hours. This course will 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 coursework 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 coursework 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 coursework an understanding of the skills and dispositions required of the Texas School Principal to act with integrity, fairness, and ethically and legally 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

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

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DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal can 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

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

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. Families and the community have regular opportunities to engage with the school and participate in school functions.

- (ii) In schools with influential culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff are responsible for communicating the vision in their classrooms and implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with their students' families 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) **Shared vision of high achievement.** The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) **Culture of high expectations.** The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional support for students.
- (iii) **Intentional family and community engagement.** The principal engages families and community members in student learning.
- (iv) **Safe school environment.** The principal creates an atmosphere of safety that encourages staff and students' social, emotional, and physical well-being.
- (v) **Discipline.** The principal oversees an orderly environment, maintaining expectations for student behavior while implementing various 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 by constructing their learning. As a graduate-level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

CLASS PARTICIPATION

Given the constructivist design of the class, this course will be interactive. I expect that all students participate fully in all activities and assignments to maximize their learning experience. This web-based course will comprise several learning activities, including (but not limited to) small & large group discussions, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. For this class to be exciting and beneficial, each student must 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, ask relevant questions, and 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, use positive language and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Assignment/Assessment	% Of Grade	Due Date
Multicultural Quiz	0	DB#1-Sunday 11:59pm
Discussion Board (4)	40 (10/10/10/10)	DB#1-Sunday 11:59pm Module 1 and 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 (15/15)	CS#1-Sunday 11:59pm Module 3 CS#2-Sunday 11:59pm Module 5
Final Project—Pillar	30	Pillar Project-Sunday 11:59pm Module 6

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 to students and to guide the instructor in assessing student work. However, the final grade awarded for the course will be at the instructor's sole discretion. It will be based on several factors, including but not limited to the rubric provided (see the 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 instructor's direction to complete the course assignments. All coursework is expected to 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 prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing D2L. D2L can be accessed on your smartphone. Additionally, there are numerous places where internet access is Free:

Please have a backup plan for internet outages.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 coursework promptly and satisfactorily. Each student needs 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.

COMMUNICATION AND SUPPORT

Please contact your instructor if you have any questions or are struggling with the course material.

Technical Support

If you have technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course-Specific Procedures/Policies

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.

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: <https://www.britannica.com/topic/netiquette>

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>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. 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

Velma K. Waters Library Rm 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.

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](#) 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.

A&M-Commerce Supports Students' Mental Health

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

COURSE OUTLINE / CALENDAR

COURSE ASSIGNMENTS	DUE DATES
Discussion Board	
#1	6/11
#2	6/18
#3	6/25
#4	7/2
#5 Extra Credit	7/8
Case Studies	
#1	6/18
#2	7/2
Final	
Pillar Project Due to Dr. Curry	7/8
Extra Credit Reading Discussion Assignment	7/8