



EDCI 597.01W, Cultural Profiles in Education

COURSE SYLLABUS: FALL 2025

INSTRUCTOR INFORMATION

Instructor: Dr. Kamshia Childs

Office Location: Virtual

Office Hours: Tuesdays and Fridays 2:00pm-4:00pm (unless otherwise stated) or by appointment

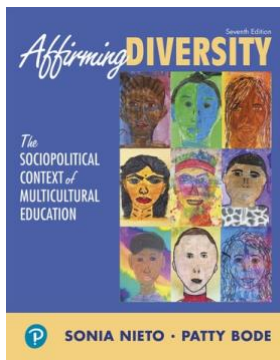
University Email Address: Kamshia.Childs@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Please allow 24 hours for a response (With the exception of weekends)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings



Textbook(s) Required: *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (7th Edition) Sonia Nieto & Patty Bode. New York, NY: Pearson. ISBN-13: 978-0134090191. ISBN-10: **9780134047232** ISBN-13: **978-0134047232**

*e-Textbook Available

Course Description

This course focuses on factors that impact decisions educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide excellence for all learners.

The syllabus/schedule are subject to change.

Note: This course was written, developed and was a requirement prior to the signing of Texas Senate Bill 17. Texas Senate Bill 17 (88th Legislature, 2023) as added to the Education Code § 51.3525, which became effective January 1, 2024 states:

Section 51.3525. Responsibility of Governing Boards Regarding Diversity, Equity, and Inclusion Initiatives.

(c) Nothing in this section may be construed to limit or prohibit ... submitting to a grantor or accrediting agency a statement that:

- (1) highlights the institution's work in supporting first-generation, low-income, or underserved student populations; or
- (2) certifies compliance with state and federal antidiscrimination laws.

(d) Subsection (b)(1) may not apply to:

- (1) academic course instruction;
- (2) scholarly research or creative work by students, faculty, or research personnel;
- (3) activities of a student organization registered or recognized by the institution;
- (4) guest speakers or performers on short-term engagements;
- (5) policies or programs to enhance student academic achievement or postgraduate outcomes that are race-neutral;
- (6) data collection; or
- (7) student recruitment or admissions.

Therefore, this course will address cultural groups, and the various needs they may have and bring to the K-12 classroom. This course is not designed to impose beliefs on anyone, but designed to shed light on varying needs and challenges that students of different cultures may bring. This course is in compliance with Senate Bill 17 (88th Legislature, 2023).

Student Learning Outcomes

1. Reflect on personal and professional life developments as they relate to your beliefs and practices as a teacher.
2. Be familiar with current and classical literature on the effects of diversity on student learning, e.g., socioeconomic status (SES), race, gender, achievement, handicapping conditions, etc.
3. Become familiar with literature about children in different populations on the topic of diversity and learning.

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4. Understand one's own personality (learning styles, intra- and interpersonal characteristics, temperament, child centeredness, etc.) and describe how these traits impact instruction and learning of students in the classroom.
5. Identify and implement instructional and management strategies that are successful among diverse populations.
6. Reflect on personal and professional life developments as they relate to your beliefs and practices as a teacher.
7. Be familiar with current and classical literature on the effects of diversity on student learning, e.g., socioeconomic status (SES), race, gender, achievement, handicapping conditions, etc.
8. Become familiar with literature about children in different populations on the topic of diversity and learning.
9. Understand one's own personality (learning styles, intra- and interpersonal characteristics, temperament, child centeredness, etc.) and describe how these traits impact instruction and learning of students in the classroom.
10. Identify and implement instructional and management strategies that are successful among diverse populations.

Learning outcomes are supported by NCATE [Standard 4: Diversity](#)

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

Moreover, learning outcomes are supported by the Goals and Objectives of The National Association for Multicultural Educators-NAME <http://nameorg.org/names-missio/goals-objectives/> There are six points of consensus regarding multicultural education that are central to NAME's philosophy, and serve as NAME's goals:

- To respect and appreciate cultural diversity.
- To promote the understanding of unique cultural and ethnic heritage.
- To promote the development of culturally responsible and responsive curricula.
- To facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures.
- To eliminate racism and discrimination in society.
- To achieve social, political, economic, and educational equity.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need the following technical skills: Use of the learning management system (D2L), Zoom, Adobe, Microsoft Word and PowerPoint, Google Slides, and other presentation and graphics programs, and the use of research databases.

Instructional Methods

This course is delivered 100% online. It includes essays, inquiry-based discussions, quizzes, collaborative projects, and individual assignments.

Student Responsibilities or Tips for Success in the Course

Success in the course is largely based on keeping up with assignments which requires regularly logging into the course website, and not waiting until the last minute to complete assignments

1. **REQUIRED READING:** Students are required to read the chapters/articles in the course readings. In doing so, students will be more prepared to engage in the content and assignments covered in the course.
2. **EXPECTED HOURS OF OUTSIDE WORK:** For each 3-hour course, expect to spend 3-6 hours per week in reading, assignments, and projects.
3. **WRITTEN WORK:** All work turned in must be typed, 12 pt. font, double spaced when turned in. All references must be cited in APA 7th edition format.
4. **PARTICIPATION and PROFESSIONALISM:** Students are encouraged to attend online meetings/classes (when offered and if necessary)— if they cannot attend, no problem-- a recording of any live class sessions will be provided. Students are also expected to participate in class discussions, communicate with the instructor, attend online office hours when help is needed, and collaborate with peers. Students should represent themselves in a professional manner and treat their peers and instructor with respect. Remember, your work/assignments and interactions with others represent you!

GRADING

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

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

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COURSE ASSESSMENTS

Student Information Sheet (Introduction Module)

Discussion Posts and/or Activities

You will be assigned activities and/or discussion prompts/questions. These will be located under the discussion tab in D2L. You are to respond to the instructor's prompts/questions and 1-2 peers (unless otherwise stated) by the closing date of the module 11:59 p.m.

Cultural Memoir Essay

You will collect three to six significant objects, photographs, writings, etc. to help you think about your own cultural background and construct an essay over your ideas.

Interview with an ELL & Essay

You will be assigned to interview an adult or teenager whose first language is not English. The interview should focus on that individual's experiences learning the English language. You will write an essay in which you present your interview findings.

Milestones in Education (Partner Project)

You will be assigned two milestones in education (found in your text) in which you will find two historical articles and two current articles--two that support and two that negate your milestone. You will write about how the articles negate one another (1-2 pages) and then create a pictorial presentation/audio visual presentation of your milestone.

Community Engagement and Reflection Project

You will attend two events or community gatherings that introduces you to a group, culture, or topic different from your own lived experience or outside your typical daily interactions. This event should provide a meaningful opportunity to observe, participate, and engage with people, values, or perspectives that differ from those of your immediate social, cultural, or professional circle.

Reading to Action Project (Final Exam)

After engaging with readings, modules, etc. you will design a small, course-relevant action project (e.g., a social media campaign, lesson plan, infographic). The emphasis is on applying theory to practice.

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

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

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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@etamu.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 campus open computer lab, etc.

COMMUNICATION AND 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. Other support options can be found here:

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

Interaction with Instructor Statement

Your interaction with the instructor of this course is very important to your success. Please communicate via email or text if you are having any issues or have any questions, and your professor will make necessary steps to provide support and clarification. The instructor's contact information is at the top of this syllabus.

The instructor believes students need feedback soon after an assignment is turned in. The instructor will do the best they can to make sure that all quizzes and assignments are graded after the due date (but this may vary depending on circumstances and size of the

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class). Any items turned in early may not be graded until after the due date. For the projects, the instructor will need at least two weeks to complete the evaluations.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. ATTENDANCE is monitored by your viewing and completion of content in D2L (This can be monitored by your professor) if in an online class. If in person, the instructor will take attendance in class. **Participants are expected to participate actively and constructively. Your attendance and participation will impact your grade, particularly if you are on the borderline of a grade.** Contact the instructor (via email) if you anticipate any issues that will interfere with your participation in the course, and give the reason explaining the situation. This is a common courtesy that is expected by all instructors. It is also part of forming that “community of learners” that we need in our environment. We are trying to encourage professional development and life-long learning skills. Remember: **Class activities and group discussions cannot be made up**; therefore, reinforcing the idea that participation and communication is important.

2. LATE WORK must be turned within a week of the student’s return to daily activities from illness to earn credit. Check D2L for the weekly agenda to see what you have missed. Students must get assignments from the instructor, or from a peer if they miss any synchronous instruction. If work is late and is unexcused, a late penalty will be deducted (10%) for each day (up to 5 days). No late/old work will be turned in during finals week, and the last date to turn in any old work will be announced by the professor. **With extreme documented circumstances, some flexibility in this policy will be at the professor’s discretion.*

3. MISSED QUIZZES/EXAMS Students will only be allowed to make up missed exam if they inform the instructor of the reason for their missed submission and have a written excuse. If a late submission excuse is not submitted and is unexcused, students may take the exam and earn a maximum of 70% (70 points out of 100). No late final exams will be accepted. **With extreme documented circumstances, some flexibility in this policy will be at the professor’s discretion.*

Confused on an assignment? **CHECK THE WEEKLY AGENDA and D2L first.** You are responsible for obtaining class materials/assignments/notes and being prepared for any class meetings (if the class meets collectively). If you are unable to make a class meeting, it is your responsibility to get the necessary materials and assignments from a designated class member. Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to “catch you up” and explain any class materials/assignments/notes. It is your responsibility to contact your buddy for this information.

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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.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.etamu.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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<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 East Texas A&M University 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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)
[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

<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/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

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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. 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

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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ETAMU Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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.etamu.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



AI use policy East Texas A&M University

ETAMU acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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COURSE OUTLINE / CALENDAR

This schedule is tentative and may be changed at any time by the instructor (to your benefit). Please view the weekly agenda every Sunday evenings for the latest updates.

Week	Focuses/Areas of Emphasis	Assignments Due
1	TBA	TBA
2	TBA	TBA
3	TBA	TBA
4	TBA	TBA
5	TBA	TBA
6	TBA	TBA
7	TBA	TBA
8	TBA	TBA
9	TBA	TBA
10	TBA	TBA
11	TBA	TBA
12	TBA	TBA
13	TBA	TBA
14	TBA	TBA
15	TBA	TBA
16	TBA	TBA

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