



**EDAD 654 Multicultural Education for Administrators
August 31 – December 18, 2015**

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COURSE INFORMATION

REQUIRED TEXTS

Nieto, S. (2012). *Affirming diversity: The sociopolitical context of multicultural education* (6th edition). Boston: Pearson.

Yousafzai, M. (2013). *I am Malala*. New York: Little Brown

Course Description

This course has been designed to provide a historical, sociological and philosophical foundation of multicultural education.

Week by Week Subject

1. Setting the Context
2. Understanding the Sociopolitical Context of Multicultural Education
3. Defining multicultural education for school reform
4. Racism, Discrimination, and Expectations of Students' Achievement
5. Structural and Organizational Issues in Classrooms and School
6. Culture, Identity and Learning
7. Affirming Diversity: Implications for teachers, schools, families and communities

Topics for Discussion and Doctoral Exploration:

8. ESL/LEP student population
9. Hispanic Leadership Representation in Northeast Texas
10. Hispanic Leadership Representation in South Texas
11. Comprehensive Immigration Reform
12. Network Broadcast Anchors and Their Take on Race, Culture and Ethnicity
13. Racial Profiling by Law Enforcement Agencies
14. Lending to minorities
15. Bilingual Education/Dual Language

16. The Glass Ceiling for Women
17. Re-districting for governmental entities
18. Affirmative Action for Universities and Local Governments
19. Racial and Ethnic Stereotyping
20. African American Debate on Social Status and Class
21. The Media and Race Relations
22. The Evangelical Movement and its impact on Society
23. The Catholic Church in the 21st Century
24. Newcomers to the U.S. and our perceptions
25. United Way serving organizations
26. American Jewish Committee/Center
27. Catholic Charities
28. Nexus, Genesis, Safe Haven,
29. Casa de los Amigos
30. Dallas Concilio
31. Homeward Bound
32. Stew Pot
33. Dallas Homeless Center
34. Garland Day Labor Center
35. Herrera Intake Center
36. Vickery Meadow Learning Center
37. SMU Women's Center
38. Local City Council persons
39. Local School Board members
40. NAACP leaders
41. LULAC leaders
42. ACLU
43. United Negro College Fund
44. Southern Christian Leadership Council
45. Dallas Gay and lesbian Alliance
46. Prominent Church Leaders

Student Learning Outcomes

The following are the instructional goals of this course:

1. To examine the nature of intergroup relations in U.S. society from different theoretical perspectives in order to shed light on the causes and complex dynamics of racism, neocolonialism, classism, sexism and other forms of discrimination and intergroup conflict.
2. To promote the study of the historical and contemporary experiences and contributions of people of color, women and other underrepresented groups.
3. To analyze the influence on learning of such social identities as race, class, ethnicity, language and gender and to understand how discrimination based on these factors translates into school structures, policies and practices that perpetuate inequality.

4. To develop a sound philosophical rationale for multicultural education and critically examine the role of multicultural education in school reform and social change.
5. To reconcile the contradiction of teacher and student and become critical co-investigators through dialogue (i.e., naming, reflecting, and acting upon reality)

COURSE REQUIREMENTS

Participation, Attendance, Professionalism

Student participation (discussion and final project) is a critical element of the course structure. Students with more than two unexcused absences from a major discussion will be dropped one letter grade. Students are expected to engage in the scholarly discourse of the scheduled subject matter. Students are expected to respect (not necessarily agree with) opinions of classmates.

GRADING

Points and Weight Exam/No Exam	Grades
Discussion Board- 10 points(weekly)	A= 90% and above
Writing Assignments- 20 points(weekly)	B=80-89 %
Journal Responses - 10 points(weekly)	C= 70-79%
Five Year Multicultural Strategic Plan -25	D=60-69% F= -60%
Five Year Multicultural Strategic Plan -35	

Supplemental material will be provided in eCollege.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- 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.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- 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.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer 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, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511

2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

E-mail is the best method of contacting me. TAMU Commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail each day. *Please reserve the use of cell phone calls for emergencies.* If you need me quickly, then text me so I can get back to you immediately unless I am driving. I will be glad to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

Please see the *TAMU-C Graduate Catalog* and the *Publication Manual of the American Psychological Association* for a discussion of academic honesty. Academic honesty is especially important when citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the

conventions for acknowledging sources of information. *Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource materials (TAMU-C Graduate Catalog).* Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

Dropping the Class

If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. **Incompletes:** Per university policy, “A Plan for Completing the Grade of X” Requests are limited to “circumstances beyond student’s control which prevented the student from attending classes during Finals Week or the preceding three weeks” (Policy A 12.07, 1998). The extension cannot exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F.

University Specific Procedures

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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 *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

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.

COURSE OUTLINE/CALENDAR

This course is divided into 10 modules. Successful completion will require participation and submission of assignments in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the “Course Calendar” tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.