Course:	**EDUC 5356, Diversity in Educational Settings**
Semester & Year:	**Fall 2025,** College of Education and Psychology - School of Education
Class Location:	Online Course

Professor:	**Teresa J. Kennedy, Ph.D.**
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Course Description:

This course provides an overview of the important concepts, principles, theories, and practices of multicultural education, including effective leadership, instruction, and management strategies for work in diverse educational settings, and is designed to provide insight into issues of diversity such as culture, ethnicity, exceptionality, gender, language, and socioeconomic status. Demographic issues along with urban, suburban, and rural educational settings are also addressed.

Student Learning Outcomes:

Objective	Texas Educator Standard	InTASC Standard
Discuss in depth what multicultural education means for the increasingly diverse classrooms in the United States today.	Standard 4(A) Create a mutually respective, collaborative and safe community of learners by using knowledge of students' development and backgrounds.	Standards 1(e); 2(d); 2(f); 2(i); 2(j); 2(k); 2(l) 2(m); 3(e); 3(i); 3(f); 3(l); 3(n); 4(b); 4(k); 4(m); 5(g); 5(h); 5(p); 5(r); 5(v); 5(w); 7(f);7(i); 7(m); 7(n); 8(m); 8(t); 9(c); 9(e); 9(m); 10(b); 10(c); 10(j)
Explain the dimensions of multicultural education; approaches to multicultural curriculum reform; types of knowledge; and how to teach students to know, to care, and to act.	Standard 2(A) Demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social, emotional learning and academic success.	Standards 1(e); 2(d); 2(f); 2(i); 2(j); 2(k); 2(l) 2(m); 3(e); 3(i); 3(f); 3(l); 3(n); 4(b); 4(k); 4(m); 5(g); 5(h); 5(p); 5(r); 5(v); 5(w); 7(f);7(i); 7(m); 7(n); 8(m); 8(t); 9(c); 9(e); 9(m); 10(b); 10(c); 10(j)
Define the characteristics of effective multicultural lessons and units, the major benchmarks educators can use to determine sound multicultural education implementation, and the benchmarks to reform.	Standard 1(C) Design lessons to meet the needs of diverse learners adapting methods when appropriate.	Standards 1(e); 2(d); 2(f); 2(i); 2(j); 2(k); 2(l) 2(m); 3(e); 3(i); 3(f); 3(l); 3(n); 4(b); 4(k); 4(m); 5(g); 5(h); 5(p); 5(r); 5(v); 5(w); 7(f);7(i); 7(m); 7(n); 8(m); 8(t); 9(c); 9(e); 9(m); 10(b); 10(c); 10(j)

COURSE EVALUATION AND REQUIRMENT DESCRIPTION

Performance Assessments: Grading is based on the total number of points accumulated by each student at the end of the semester for course participation in reading assignments and discussion board and resource posts, as well as performance on quizzes, a school evaluation, and the end of course philosophy statement and curriculum assessment/analysis, which serves as the final exam.

1. Reading Assignments and Discussion Board Participation

Students are expected to respond to all assigned discussion questions and actively respond to peer discussions via the online course Discussion Board. Participation in the Discussion Board fulfills several important functions, including:

- Ensuring students keep up with the required readings and online lectures;
- Enabling students to utilize higher order thinking skills and critically reflect on readings;
- Providing opportunities for greater interaction within the course online environment;
- Providing opportunities to learn from classmates;
- Preparing students to complete weekly quizzes; and
- Preparing students to create a personal philosophy statement and conduct a curriculum assessment.

To earn full credit on each discussion (25pts per discussion), students must: (1) write complete answers to four discussion/reflection questions, *and* (2) comment on a classmate's discussion responses. Each posting should sufficiently answer all components of the questions and provide evidence that the student read and understood the readings. Refer to the Discussion Board grading rubric posted online for more details. A penalty will be assessed for answers that do not adequately address the question, and/or which provide evidence that the student did not actually read/review all required materials (videos, etc.) included in each module.

In responding to peers, students are expected to maintain a high level of professionalism and add additional information or suggestions cited from the materials covered in each module and additional information found outside of the class. While it is fine to disagree and discuss alternative views, flaming" (hostile, insulting and/or disrespectful online interactions) or other inappropriate posts will not be tolerated, and will receive zero credit. There are a total of 10 discussions (250 points) and an introductory discussion board post (5 total points); 255 total points, weighted at 35% of the final course grade. ***All discussion responses are due by the date and time indicated on the course schedule. No credit will be given for late postings.***

2. Resources and Current Events

Students are required to search for and share related online resources and/or information pertaining to the material we are covering during the course. Examples of resources to be shared include online articles and videos related to the topics covered, multicultural teaching materials and resources that could be used in the classroom, and news releases and/or current events impacting the total school environment. There are three (3) required online resource entries (10 points for each entry). Each entry must include 2 different online resources, and each resource (URL) must include a 2-3 sentence description of the resource, as well as a statement regarding the connection/significance to the content we are covering. Resources and Current event entries 30 points, 5% of the final course grade.

3. Quizzes

Chapter quizzes will cover the required readings from each module, including the textbook and other online sources, as well as information from class discussions and communications. There are a total of six (6) quizzes. Each quiz is worth 10 points (60 total points) weighted at 15% of the final course grade.
Quiz dates are listed on the online course schedule and must be completed by deadlines. No credit will be given for late quizzes.

4. Multicultural Evaluations.
Students will assess the environment of their school and create a recommended implementation plan to make it more consistent with the multicultural realities of the United States and the world by conducting an Instructional Materials Evaluation (25 points) and a School Evaluation (25 points). Evaluation = 50 points, 20% of the final course grade.

5. Philosophy Paper
The final exam for the course requires students to create a personal philosophical statement describing the concepts, principles, theories, and practices of multicultural education most important to the success of students in their classroom, including effective leadership, instruction, and management strategies for work in diverse educational settings. The final paper is worth 60 points, weighted at 25% of the final course grade.

Grading:
The following grading scale will be used to determine students' final grade:

Course Grading		
Assignment	**Points**	**Percentage**
Discussion Board (1 Introduction x 5pts and 10 Discussions x 25pts)	**255**	**35%**
Resource and Current Event Submissions (3 Submissions x 10pts)	**30**	**5%**
Chapter Quizzes (6 Quizzes x 10pts)	**60**	**15%**
Multicultural Evaluations (2 Evaluations x 25pts)	**50**	**20%**
Philosophy Paper	**60**	**25%**
Total Points	**455**	**100%**

Grading Scale based on weighted percentages: 100%
A = 90%
B = 80%
C = 70%
D = 60%
F = 59% and below
*Last Day to Withdraw from Fall 2025 Courses: Monday, 3 November 2025.

Required Text:
Banks, J.A. (2019). An introduction to multicultural education, 6th ed. Pearson.
• Supplemental Readings and Videos will be available for download on Canvas.

UT System Policy Statement regarding purchase of textbooks: "A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer."

Additional Resources:
Howard, T. C. (2014). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms.* Teacher's College Press. ISBN 978-087750711.
Howe, W. A. & Lisi, P. L. (2020). *Becoming a multicultural educator.* SAGE Publications. ISBN 150-6393837.
Finney, K., & Fitzgerald, T. (2021). *The reality of diversity, gender, and skin color.* Cognella. ISBN 978-15216542994.
Teitelbaum, K. (2020). *Critical issues in democratic schooling: Curriculum, teaching, and socio-political realities.* Routledge. ISBN 978-0367900526
Thompson, A., & Cuseo, J. B. (2020). *Infusing equity & cultural competence into teacher development.* Kendall Hunt.
*Additional supplemental articles, readings, and videos will be required and will be provided.

Course Policies:

Canvas. Students will access all components of the course through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download class handouts and materials. Online participation is imperative to the success in this online course. Students are expected to regularly review the course management system, check email, and contribute to course assignments.

Make-Up Discussions and Quizzes. All assignments are due on or before the dates indicated on the course outline. Each written assignment must be typewritten and submitted in Canvas. There will be NO

make/up activities or exams for this course unless missing online work is due to an emergency or other reason previously discussed with the professor.

No email attachments of assignments will be accepted. Submission deadlines are final and access to links are removed after deadlines have expired. NO LATE assignments will be accepted unless a valid pre-approved or medical reason has been discussed with the professor. If an assignment is not completed on time due to a documented illness, funeral, or other university related activity, then a make-up date can be scheduled with the professor. All late assignments or non-submitted assignments will receive a score of zero points.

Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e., plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.

UT Tyler Policy on Artificial Intelligence. UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. Students are ultimately responsible for the quality and content of the information submitted. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity, resulting that the student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, students can use AI platforms/tools to help revise and edit their work (e.g., to identify flaws in reasoning; to help generate new ideas; to spot confusing or underdeveloped paragraphs; to correct citations; and/or to serve as a personalized learning tool). When submitting work, students must identify any writing, text, or media generated with the assistance of AI following the APA guidelines listed within the course.

Safe Zone. The professor considers this online classroom to be a place where all students will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider our online classroom a safe environment.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Core Purpose of the College of Education and Psychology: To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respected disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of **Texas Education Standards** can be accessed **here**.

Access the **Code of Ethics and Standard Practices for Texas Educators**.