

Course: **EDUC 5356, Diversity in Educational Settings - Grad Teach**

Semester & Year: Spring 2026 - Second 7-week Session

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. **This course follows the U-Teach Program intensive 7-week schedule and covers the materials and requirements of the semester-length format of EDUC 5356.**

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 Requirement 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 6 discussions (150 points) and an introductory discussion board post (5 total points); 155 total points, weighted at 40% 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 at least 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 a **Materials Evaluation** (25 points) and a **School Evaluation** (25 points). Evaluation = 50 points, 20% of the final course grade.

5. Philosophical Statement

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 philosophical statement is worth 55 points, weighted at 20% 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 6 Discussions x 25pts)	155	40%
Resource and Current Event Submissions (3 Submissions x 10pts)	30	5%
Chapter Quizzes (6 Quizzes x 10pts)	60	15%
Multicultural Evaluations	50	20%
Philosophical Statement	55	20%
Total Points	350	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 Second 7-week Session: Monday, 30 March 2026.**

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 by the instructor.

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.

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.

Artificial Intelligence (AI) Policy—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 discussion of AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI must be acknowledged, as this aligns with our commitment to honor and integrity outlined in UT Tyler's Honor Code. Students must not use protected information, private data, or copyrighted materials when using any AI tool.

Course-Specific AI Expectations

Artificial intelligence (AI) tools—such as ChatGPT, Claude, Google Gemini, and similar platforms—can support learning, but they must be used ethically, responsibly, and in ways that enhance your thinking rather than replace it. In this course, all submitted work must reflect **your own** understanding of the course materials, developed through the modules, readings, videos, theory into practice assignments, discussions, and assignments.

Allowed Uses of AI

Students may use AI **only for the following purposes:**

- Clarifying concepts you do not understand after completing the assigned readings or videos.
- Checking grammar, spelling, or clarity in your writing (AI may not generate substantive content).
- Brainstorming ideas *after* you have written your initial draft.
- Practicing explanations of scientific ideas to support learning, not to produce graded work.

If you use AI for these acceptable purposes, all ideas and wording in the final submitted work must still be your own.

Prohibited Uses of AI

AI may **NOT** be used to:

- Write any part of your **discussion posts, theory into practice activities, or your final philosophy paper; or to obtain answers to quizzes.**
- Generate explanations, summaries, analyses, or descriptions of course materials
- Create citations, references, or scientific evidence (AI generally does this incorrectly)
- Produce entire paragraphs, outlines, or scripts for any graded assignment
- Respond to classmates in discussion forums
- Introduce terminology, concepts, or key words that are not part of the course and that extend beyond the scope of what is taught or assigned

Submitting AI-generated content as your own is a violation of academic integrity.

How AI Misuse Will Be Identified

AI-generated work often shows recognizable patterns, including:

- Generic, vague, or overly polished explanations
- Citations that do not exist, cannot be verified, or are inaccurate
- Statements that contradict course readings or scientific accuracy
- Disconnection from your own work or prior writing
- **Use of advanced terminology, unfamiliar phrasing, or key concepts that have not been taught in the course and do not match your demonstrated writing level**

If an assignment is suspected to contain AI-generated content, you may be asked to:

1. Explain your reasoning or thought process for the submitted work
2. Discuss the concepts without AI assistance
3. Revise and resubmit the assignment without AI use

Consequences of AI Misuse

Submitting AI-generated work as your own constitutes academic dishonesty and will result in:

- A **zero** on the assignment, and
- A report filed with the university under the Academic Integrity Policy

Repeated violations may result in failure of the course.

If You Use AI Appropriately

If you use AI within the permitted guidelines, include this required acknowledgment at the end of your assignment: **“AI assistance was used only for grammar/clarity review and not for generating ideas or content.”**

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates and with me. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

UT Tyler School of Education Professional Dispositions and Requirements.

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

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**](#).