



## TEXAS A&M UNIVERSITY-SAN ANTONIO

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**Spring, 2026, EDAD 5330,**  
**Multicultural Education**  
Dates: 3/17/25-5/12/25  
Meeting Days/Times: Wednesdays 5:30-8:30  
Location: Online  
Office hours: Wednesdays 8:15-/or By Appointment

### Course Description

This is a graduate course designed to prepare individuals for leadership positions in the field of education. The course examines multicultural relations in American society and explores solutions to critical problems confronting schools. In order for students to have positive educational experiences, effective educational leaders should be sensitive to critical issues concerning varied cultural perspectives as it related to schools and classrooms. A comprehensive approach will be used to understand the problems and complexities inherent in bridging perspectives in multicultural educational settings. Understanding the learning experiences of a diverse student population will enhance the decision-making abilities of effective school leaders. An overview of theory and research will drive discussions of various approaches to multicultural education. Topics to be covered include a history of immigration in American society, education as it relates to diverse student populations, issues and problems in multicultural education, and values and decision-making concerning the needs of diverse student learners.

Zoom Link:

### Instructional Objectives

As a result of activities, course readings, and experiences, students will be invited to:

- To explore varied cultural perspectives relative to education and the social sciences
- To develop skills needed for cultural competence, from the personal level to the organizational level
- To use research and reflection to investigate, critically analyze and evaluate ideas, arguments and points of view related to the discipline
- Reflect with others on critical issues in education through research teams and group activities
- Develop skills to express ideas orally and in writing

### Anticipated Outcomes

- Application of knowledge, skills, dispositions, and proficiencies needed for cultural competence and their implications in education and the social sciences
- Ability to analyze and synthesize research on cultural issues through both oral and written communication
- Oral and written competence in cultural competence through reflective, interactive, through on-line and in-class discussions
- Commitment to the process of being and becoming a member of a learning community of educators as evidenced in the successful completion of course assignments

### Required Readings:

1. Singleton, G. E. (2021). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (3<sup>rd</sup> Ed.) Thousand Oaks, CA: Corwin Press. ISBN: 9781071847121

2. Skrla, L., McKenzie, K.B., & Scheurich, J.J. (2009). Using Equity Audits to Create Equitable and Excellent Schools. Thousand Oaks, CA: Corwin Press. ISBN: 978-1-4129-3932-4
3. Articles as assigned in class

This course meets the competency-based requirements established by the TExES Preparation Manual – Principal (268) with these domains and competencies:

Principal Standards (TEA §149.2001) covered in this course:

**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. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

**Standard 5--Strategic Operations.** The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction. (A) Knowledge and skills. (i) Effective leaders of strategic operations:

- (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
- (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
- (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

**Standard 6 – Ethics.** The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- I. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- II. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- III. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- IV. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- V. Promotes awareness and appreciation of various cultures throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- VI. 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

VII. 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

VIII. Articulates the importance of education in a free, democratic society