



Course Number: EDUC 652-90-3
Course Title: Multicultural Education & Diversity
Division Name: School of Education & Behavioral Sciences
Credits: 3 **Term:** Winter Masters
Class Location: Online
Dates: 7/5/21 – 9/13/21

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Office Hours: T/Th 11:00-12:00
and by appointment
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Required Text:

Bennett, C. I. (2019). Comprehensive Multicultural Education: Theory and Practice (9th ed.) Boston: Pearson. ISBN 10: 0-13-467902-4, ISBN 13: 978-0-13-467902-0

Course Catalog Description:

A wide range of racial, cultural, ethnic, linguistic and religious variation exists within and across societies. This course explores multicultural and diversity issues as they affect classroom and school cultures with a focus on developing sensitivity to all types of diversity for community building at local and global levels. Includes a field-based assignment.

Education Mission Statement:

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral, Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, Peace and the Integrity of Creation
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

Upon completion of the M.A. in Teaching Elementary, Secondary, Special Education students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary, Secondary, Special Education students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary, Secondary, Special Education students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary, Secondary, Special Education students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs):

At the end of this course, the students will:

CLO 1	Identify cultural factors and other dimensions of diversity (e.g., social class, gender, sexual orientation, language, ability) that have significant impact on their own and their students’ lifestyles, attitudes and behaviors.
CLO 2	Describe the major theoretical concepts and issues in multicultural education and diversity that reflect the history of different ethnic groups in the United States.
CLO 3	Report on the ways teachers can implement culturally responsive teaching in their classrooms and affirm cultural diversity.
CLO 4	Compare and describe the intersection between the Marianists’ characteristics of education with aspects of Multicultural Education & Diversity.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO4
Marianist Values	5	2	3	2
WASC Core Competencies	4	1	1	5
Program Learning Outcomes	1	2	4	5

Course Requirements:

Assignment	Pts	Assignment Description	Due Date
Weekly Discussions	155	<p>Weekly discussions: Full points will be awarded to those who meet all requirements, participate in a timely manner with evidence of understanding concepts from the assigned readings. Please include page numbers in your post (at least 1 reference to text is required). Original posts are due by Saturday, midnight and responses to two peers are due by Sunday, midnight of week specified for each discussion.</p>	On-going
Personal Cultural Identity Project (PCIP)	30	<p>Personal Cultural Identity Project (PCIP): As educators we bring our culture, ethnicity and identity into the classroom. You will do a research investigation into one aspect of your own cultural history. This assignment is designed to support you in becoming more aware of the impact of your own family history and values on the expectations you have for yourself as a teacher and for the children you teach.</p> <p><u>An important part of this assignment is an interview with one of your elders</u> (if possible a parent, grandparent, or friend of family from the same cultural group). The idea is for these elders to share the wisdom they gained from their experiences, simply “tell their story”, share their experiences growing up, their remembrances, etc. (BUT be respectful, only share what your elders feel comfortable talking about). It is hoped that this is an enjoyable, illuminating learning experience for you.</p> <p>Include transcript “snippets” from the elder interview to enhance the reader’s understanding of the cultural background being described. Pictures, if available, are also wonderful.</p> <p><i>Address topics such as these:</i></p> <p><i>*How the knowledge gained from the interview reflects on your own cultural values.</i></p> <p><i>*How this knowledge is important in teaching students from different and similar backgrounds, ethnic groups, and genders.</i></p> <p>Create an electronic visual representation of your personal cultural identity- can be PowerPoint, video, prezi, etc. (at least 7-9 slides). Provide a brief summary in the threaded discussion and attach the presentation.</p>	Week 7 8/22/21

Assignment	Pts	Assignment Description	Due Date
Final Reflection	15	<p>In what ways am I becoming a more culturally competent educator? How might it look?</p> <ul style="list-style-type: none"> Describe some (3 or more) approaches/actions/programs you could implement in your work environment (classroom/school, etc.) that would ensure it was a culturally inclusive environment for the diverse learners in your community. Your answer should include what you learned from several (2 or more) aspects of the course, i.e., PCIP, discussions, classmates' presentations, textbook readings, personal reflections, websites, etc. and explain how your approach addresses the core values of multicultural education. <p>(400-500 words, 2 or more references with citations required).</p>	<p>Week 10 9/12/21</p>

Grading: 200-188= A, 187-175= B, 174-163= C, Below this 'F'.

Late postings may result in a loss of points.

Graduate students need to receive a 'B' grade or better

Course Policies

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. If for any reason you cannot meet these requirements, you need to contact the instructor immediately. For online classes, you should log on at least 2 times per week. While not required, it is recommended you create your postings off-line in word for example and then copy/paste into canvas. This way you will have it available to you at a later time if needed.

Instructor contact:

The instructor will respond to student inquiries within 24 hrs. Students can email instructor or text for more immediate responses.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
 - Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
 - Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
 - Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
 - Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

