



EDUC 652 Course Syllabus
3140 Waiālae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: EDUC-652-90-3

Course Title: Multicultural Education and Diversity

College/School/Division: School of Education and Behavioral Sciences

Term: WINTER 2024 Graduate

Credits: 3 (equivalent to 135 Total credit hours)

Instructor Name: Dr. Brina Domingo

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Email Response Time:

- 2 - 4 hours (Office Hours)
- 12 - 24 hours (Nights/Weekends)
- 48 hours (Holidays)

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Office Hours (Virtual - By Appointment ONLY): Monday - Friday from 9:00 am - 3:00 pm

University 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.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively with a diverse community of learners.

Education Division 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.

Educator Ethics

The Moral Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to the profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace

- Educate for adaptation and change

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

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

Course Learning Outcomes:

CLO 1	Describe and 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	Define and describe the major theoretical concepts and issues in multicultural education and diversity.
CLO 3	Identify, discuss and analyze the impact of culture on learning, focusing especially in connecting knowledge of content areas to students' prior experiences, personal interests and real life situations
CLO 4	Demonstrate knowledge of appropriate teaching strategies for productive learning environments in a multicultural school setting, focusing especially on the use of appropriate assessment strategies and culturally responsive teaching

Alignment of Learning Outcomes:

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

Learning Materials

- Bennett, C. (2019). *Comprehensive Multicultural Education: Theory and Practice*. (9th Edition) New York: Pearson. ISBN-13: 9780134679020
- Gollnick, D., & Chinn, P. (2021). *Multicultural Education in a Pluralistic Society*. (11th Edition) New Jersey: Pearson. ISBN-13: 9780135787069

Supplementary Learning Materials/Requirements:

You will need to be comfortable accessing YouTube videos and working in Google Docs or Word Processor.

You will also need to know and utilize Proper APA Formatting for all assignments for paper formatting as well as in-text citations (to avoid plagiarism).

- APA General Format:
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- APA Example Paper:
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Assessment

Assignments	Max Points	Your Points
Weekly Class Discussions <ul style="list-style-type: none"> ● 8 Discussions – 2 Point Each (1 for Your Initial Perspective <u>and</u> 1 for Peer Response) 	16	/16
Reading Reflections <ul style="list-style-type: none"> ● 8 Reflections – 2 Points Each ● Minimum of 2 Pages written in Proper APA Formatting 	16	/16
Final Course Reflection <ul style="list-style-type: none"> ● Minimum of 5 Pages written in Proper APA Formatting 	8	/8
Multicultural Education Lesson Plan Project <ul style="list-style-type: none"> ● 20 Points for the Lesson Plan ● 15 Points for the Resources/Materials Developed <ul style="list-style-type: none"> ○ Articles/Stories ○ PowerPoint (for instruction) ○ Worksheets/Assessments ● 5 Points for the Reflection <ul style="list-style-type: none"> ○ Minimum of 3 Pages written in Proper APA Formatting 	40	/40
Multicultural Education Digital Website Portfolio <ul style="list-style-type: none"> ● Creation of Website using Weebly (<i>must provide link</i>) that showcases: <ul style="list-style-type: none"> ○ 8 Reading Reflections ○ Final Course Reflection ○ Multicultural Education Lesson Plan Project - <u>ALL</u> Components <ul style="list-style-type: none"> ▪ Lesson Plan, Resources/Materials, and Project Reflection ● IF you already created a Digital Website Portfolio for another Education Course, you can simply add a new Page/Link on the one you have to add a Multicultural Education section to your website. 	20	/20
Total	100	/100

*****ALL** assignments (with the exception of the Weekly Discussions) must be written in:

- Proper APA Formatting
 - A Title Page
 - Running Head and Page #s
 - Appropriate Level 1 - Level 3 Headings
 - In-Text Citations
 - A References Page
- Times New Roman Font
- Size 12 Font
- Double Spaced

***May be subject to change based on the dynamics of current events. Late assignments submitted up to 3 days late will receive a 10% deduction and five days late with a 25% deduction. No late

assignments will be accepted after five days past the designated deadline . **If** there is an emergency, make sure to contact me **before** the due date of an assignment.

*****NO work will be accepted after the last day of the course!!**

GRADING SCALE: Graduate Students need to earn a “B” or higher to earn their 3 credits for this course

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

SCHEDULE:

Week	Topic	Tasks
Week 1:	<p>Foundations of Multicultural Education <i>Identifying the origins and principles of multicultural education - Figuring out what it is, why it's important and how to implement a foundation for multicultural education in a classroom.</i></p>	<ul style="list-style-type: none"> ● Required Reading: <ul style="list-style-type: none"> ○ “Comprehensive Multicultural Education” <ul style="list-style-type: none"> ■ Chapter 1 ○ “Multicultural Education in a Pluralistic Society” <ul style="list-style-type: none"> ■ Chapter 1 ● YouTube Video: “Diverse Education” ● Class Discussion #1 ● Reading Reflection #1
Week 2:	<p>Race, Culture and Ethnicity Impacts on Multicultural Education in a Classroom <i>Examine how culture, race and identifying with different ethnic groups can impact a student's education. Additionally, examining how racism, stereotypes and prejudice can also affect learning while learning strategies to effectively address these impacts during instruction to create a multiculturally accepting classroom.</i></p>	<ul style="list-style-type: none"> ● Required Reading: <ul style="list-style-type: none"> ○ “Comprehensive Multicultural Education” <ul style="list-style-type: none"> ■ Chapters 2 and 3 ○ “Multicultural Education in a Pluralistic Society” <ul style="list-style-type: none"> ■ Chapter 2 ● YouTube Video: “Bringing Cultural Context” ● Class Discussion #2 ● Reading Reflection #2
Week 3:	<p>Socioeconomic and Social Class Impacts on Learning <i>Analyze how poverty impacts schools and learning conditions, identifying what impacts students' social class and socioeconomic standings can have on the academic opportunities they are given and how to counteract the resulting achievement gaps in our schools.</i></p>	<ul style="list-style-type: none"> ● Required Reading: <ul style="list-style-type: none"> ○ “Comprehensive Multicultural Education” <ul style="list-style-type: none"> ■ Chapter 12 ○ “Multicultural Education in a Pluralistic Society” <ul style="list-style-type: none"> ■ Chapter 3 ● YouTube Video: “The Opportunity Gap” ● Class Discussion #3 ● Reading Reflection #3

Week	Topic	Tasks
Week 4:	<p>Gender Equality and Sexual Orientation <i>Assess how gender impacts learning in a classroom while noting how to create gender safe schools and overcoming uncertainty about LGBT Students. Additionally exploring how to integrate social justice and gender equity within classroom instruction and content to support all learners.</i></p>	<ul style="list-style-type: none"> ● Required Reading: <ul style="list-style-type: none"> ○ “Comprehensive Multicultural Education” <ul style="list-style-type: none"> ■ Chapter 11 ○ “Multicultural Education in a Pluralistic Society” <ul style="list-style-type: none"> ■ Chapters 4 and 5 ● YouTube Video: “Gender Inequality in Education” ● Class Discussion #4 ● Reading Reflection #4
Week 5:	<p>Special Education and the Development of Inclusive Classrooms <i>Examining how to support all types of diverse learners from those with disabilities to those who are gifted and talented. Analyze how to create inclusive classrooms and whether or not labeling students impacts their ability to be equitably treated while assessing how the development of multicultural education classrooms can benefit both ends of the spectrum of learners.</i></p>	<ul style="list-style-type: none"> ● Required Reading: <ul style="list-style-type: none"> ○ “Comprehensive Multicultural Education” <ul style="list-style-type: none"> ■ Chapter 13 ○ “Multicultural Education in a Pluralistic Society” <ul style="list-style-type: none"> ■ Chapter 6 ● YouTube Video: “The Power of Inclusive Education” ● Class Discussion #5 ● Reading Reflection #5
Week 6:	<p>Inclusion of Linguistically Diverse Learners: How Language Affects Multicultural Education <i>Identifying the importance of addressing linguistically diverse learners or ELL (English-Language Learners) needs in a multiculturally diverse classroom, understanding how language impacts learning, class culture, and individual sense of identity amongst students.</i></p>	<ul style="list-style-type: none"> ● Required Reading: <ul style="list-style-type: none"> ○ “Comprehensive Multicultural Education” <ul style="list-style-type: none"> ■ Chapter 14 ○ “Multicultural Education in a Pluralistic Society” <ul style="list-style-type: none"> ■ Chapter 7 ● YouTube Video: “Language is Culture” ● Class Discussion #6 ● Reading Reflection #6
Week 7:	<p>Creating a Culture for Multicultural Education <i>Examine the different types of culture that impacts learning in a classroom - from ethnic culture, to community culture, to youth culture. Analyze what it means to be a culturally responsive teacher while learning how to balance cultural styles with learning styles within one given classroom. Additionally, assessing what it is to implement culturally relevant teaching practices.</i></p>	<ul style="list-style-type: none"> ● Required Reading: <ul style="list-style-type: none"> ○ “Comprehensive Multicultural Education” <ul style="list-style-type: none"> ■ Chapter 10 ○ “Multicultural Education in a Pluralistic Society” <ul style="list-style-type: none"> ■ Chapter 10 ● YouTube Video: “Education System -vs- Cultural Competence” ● Class Discussion #7 ● Reading Reflection #7

Week	Topic	Tasks
Week 8:	Developing a Multicultural Curriculum for Education <i>Assess different multicultural education models to help support various types of learners while combating possible multicultural impacts that could potentially affect instruction overall. Develop an understanding of what it means to provide students with an education experience and classroom that is multicultural, while still leaving room for students to incorporate their own voice and perspectives from each individual background.</i>	<ul style="list-style-type: none"> ● Required Reading: <ul style="list-style-type: none"> ○ “Comprehensive Multicultural Education” <ul style="list-style-type: none"> ■ Chapter 15 ○ “Multicultural Education in a Pluralistic Society” <ul style="list-style-type: none"> ■ Chapter 11 ● YouTube Video: “Culture Before Curriculum” ● Class Discussion #8 ● Reading Reflection #8
Week 9:	Multicultural Education Lesson Plan Project <i>Developing a lesson plan that addresses the various components of what it means to provide students with a multicultural education experience. In addition to the development of the lesson, you will need to find resources to use for the lesson and develop your own materials to assess student learning. Finally, you will be required to reflect on your lesson, making real-world connections to possible challenges and benefits of implementing the lesson in a real classroom setting.</i>	<ul style="list-style-type: none"> ● Multicultural Education Lesson Plan Project <ul style="list-style-type: none"> ○ Lesson Plan ○ Resources/Materials ○ Project Reflection
Week 10:	Multicultural Education Digital Portfolio <i>Develop and/or add to a Digital Website Portfolio for education. This cumulative assignment will require you to go back to previous coursework, make revisions and then organize them in a digital portfolio setting to share as a final way to assess your work and what you’ve learned throughout this course.</i>	<ul style="list-style-type: none"> ● Final Course Reflection ● Multicultural Education Digital Portfolio

***Schedule may be subject to change based on the dynamics of current events.

Student Responsibilities

- It is important for you to bring the textbook to each class and to keep up with the assigned readings/course material.
- Professional behavior is expected in and beyond our class environment.
- Appropriate, meaningful technology such as tablets and laptops may be used through my facilitation during class. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and please respect my time and your classmates. Cellphones/Smartphones should be placed on silent and please answer messages after class. Continued inappropriate usage of electronic devices will result in deduction of participation points.

Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

One-on-One Tutoring

Kōkua 'Ike: Center for Student Learning offers drop-in tutoring for a wide range of classes and no appointment is needed! Tutoring is offered on a first come first serve basis and free to all Chaminade Students. You can also make an appointment: <https://chaminade.edu/advising/kokua-ike/>

Email: tutoring@chaminade.edu

Academic Honesty

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.

Academic Conduct Policy

From the Undergraduate Academic Catalog:

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook.

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

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 to Kokua Ike: Center for Student Learning 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. If you would like to determine if you meet the criteria for accommodations, contact ada@chaminade.edu.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.