



## Graduate Course Syllabus

### EDU 582: Educational Factors of Diversity

Center: Online

#### Course Prerequisites

None

#### Course Description

This course examines a variety of factors that affect achievement for today's students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues related to gender, ability, class, socio-academic status, sexual orientation, and cultural pluralism, will be examined.

#### Course Outcomes

- Identify and describe institutional factors that may adversely influence academic achievement
- Research educational issues underlying the achievement gaps
- Examine critical assumptions regarding diversity in the twenty-first century
- Redesign lessons to incorporate culturally responsive teaching strategies

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

#### *Multicultural Education in a Pluralistic Society*

Donna M. Gollnick and Philip C. Chinn

Pearson

10<sup>th</sup> Edition

2017

ISBN: 978-1-323-63851-4

#### Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU's curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

### **Grade Distribution**

<b>Assignment Category</b>	<b>Number of Graded Items</b>	<b>Point Value per Item</b>	<b>Total Points</b>
Discussions	8	20	160
Short Papers	3	35	105
Journals	2	25	50
Presentation	1	40	40
Developmental Capture			
Developmental Capture Journals	2	40	80
Developmental Capture Submission	1	100	100
Critical Task			
Milestone One	1	55	55
Milestone Two	1	60	60
Milestone Three	1	60	60
Critical Task Submission	1	290	290
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

**Note:** All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>What Is Multicultural Education?</p> <p><i>Multicultural Education in a Pluralistic Society</i>, Chapter 1</p> <p>1-1 Discussion: Multicultural Education</p> <p>1-2 Short Paper: The Role of Data in Closing the Achievement Gap</p> <p>1-3 Journal: Critical Task Review</p> <p>1-4 Developmental Capture: Review</p>
2	<p>Looking at Demographics</p> <p><i>Multicultural Education in a Pluralistic Society</i>, Chapters 2 and 4</p> <p>2-1 Discussion: How Do Race, Ethnicity, and Gender Impact the Classroom?</p> <p>2-2 Critical Task Milestone One: Data Analysis</p>
3	<p>Incorporating Class and Economic Factors in the Classroom</p> <p><i>Multicultural Education in a Pluralistic Society</i>, Chapter 3</p> <p>3-1 Journal: A Tale of Two Teachers</p> <p>3-2 Short Paper: Meeting the Needs of Students</p>
4	<p>Best Practices for Equity</p> <p>4-1 Discussion: Strategies and Teaching Approaches Promoting Equity</p> <p>4-2 Critical Task Milestone Two: Strategies and Best Practices</p>
5	<p>Digging Deeper to Promote Diversity</p> <p><i>Multicultural Education in a Pluralistic Society</i>, Chapter 5</p> <p>5-1 Discussion: Promoting Diversity</p> <p>5-2 Short Paper: Letter to the Principal</p>
6	<p>Including Students With Exceptionalities</p> <p><i>Multicultural Education in a Pluralistic Society</i>, Chapter 6</p> <p>6-1 Discussion: How to Include All Students</p> <p>6-2 Developmental Capture Journal Part I: Best Practices</p>
7	<p>Looking at Religion in the School Setting</p> <p><i>Multicultural Education in a Pluralistic Society</i>, Chapter 8</p> <p>7-1 Discussion: How Can Religion Impact Schools?</p> <p>7-2 Critical Task Milestone Three: Recommendations</p>
8	<p>Language in Schools</p> <p><i>Multicultural Education in a Pluralistic Society</i>, Chapter 7</p> <p>8-1 Presentation: Language in Education</p> <p>8-2 Developmental Capture Journal Part II: Modifying Your Educational Beliefs</p>
9	<p>A Multicultural School</p> <p><i>Multicultural Education in a Pluralistic Society</i>, Chapter 11</p> <p>9-1 Discussion: What Does a Multicultural School Look Like?</p> <p>9-2 Critical Task: Closing the Achievement Gap Presentation Chalk &amp; Wire Submission</p> <p>9-2 Critical Task: Closing the Achievement Gap Presentation Brightspace Submission</p>

Module	Topics and Assignments
10	Being Culturally Responsive Educators <i>Multicultural Education in a Pluralistic Society</i> , Chapter 9 10-1 Discussion: Course Reflection 10-2 Developmental Capture: Chalk & Wire Submission 10-2 Developmental Capture: Brightspace Submission

### Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

### Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### SNHU Student Handbook

Review the [student handbook](#).

### ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the [Online Accessibility Center](#) (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the [Disability and Accessibility Services](#) website.

**Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**SNHU Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).