



Syllabus

15800 Calvary Road
Kansas City, MO 64147-1341

Course: ED680-N Diversity and Equity in Schools
Credit: 3 Credit Hours
Semester: Summer 2025 (Session 2) (July 7th – August 15th)
Date/Time: Online
Instructor: Dr. Mary Briggs
Contact Info: Email: mary.briggs@calvary.edu

I. DESCRIPTION

This course offers an intermediate overview of the nature and variety of human differences. Course content explores the cultural, physical, social, psychological, and spiritual issues related to diversity and emphasizes the biblical perspective of variation within the overarching plan of God.

II. OBJECTIVES: The objectives of this course serve to prepare students to meet Standard 3 of the *Professional Standards for Educational Leaders* as expressed in the following goals and competencies:

A. The graduate student will be able to:

1. “Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-3
 - b. Assignments: A, B.1, B.2, B.3, B.6, B.7, B.8
2. “Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-3
 - b. Assignments: A, B.1, B.2, B.3, B.5, B.6, B.7, B.8
3. “Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-3
 - b. Assignments: A, B.1, B.2, B.5, B.6, B.7, B.8

Our Mission: “...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview.”

4. “Develop student policies and address student misconduct in a positive, fair, and unbiased manner.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-3
 - b. Assignments: A, B.1, B.2, B.6, B.7, B.8
5. “Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-3
 - b. Assignments: A, B.1, B.2, B.3, B.6, B.7, B.8
6. “Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-3
 - b. Assignments: A, B.1, B.2, B.3, B.5, B.6, B.7, B.8
7. “Act with cultural competence and responsiveness in their interactions, decision making, and practice.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-3
 - b. Assignments: A, B.1, B.2, B.3, B.6, B.7, B.8
8. “Address matters of equity and cultural responsiveness in all aspects of leadership.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-3
 - b. Assignments: A, B.1, B.2, B.3, B.6, B.7, B.8

III. MATERIALS — The following text is required for this course:

Bennett, C. (2019). *Comprehensive multicultural education: Theory and practice* (9th ed.) Pearson. ISBN-13: 978-0134679020 Printed Copy: \$95.99
ISBN-13: 9780134679051 eText \$43.96

IV. REQUIREMENTS.

A. Reading Assignments

Textbook Reading: You are expected to read the textbook and any other articles, handouts, or websites assigned by the professor.

B. Written Assignments

1. **Class Video Reports:** Fill in the Class Video Report Form as you watch the class video each week. You will complete eight (8) class video reports. Use the Class Video Report Form provided in CANVAS.

2. **Discussion Questions:** A total of six (6) topics and associated questions will be posted in CANVAS. For each question, you should post a 250 – 300 word response. Cite at least one source to support your response. You should then respond to at least one other post made by a classmate.
3. **Ethnographic Research:** Interview two people from a culture(s) different from your own culture. Write a 1,000 – 1,250 word paper describing the themes that emerged from your interviews and discussing the relevance of those themes to the field of education and/or ministry. Further details for this assignment will be provided in CANVAS.
4. **Meta-Comment Paper:** Write a 1,000 – 1,250 word essay in which you identify and analyze themes in this course that are significant to you in your current and potential future roles in education and/or ministry. You may consider synthesizing themes from the thoughts you recorded in your reflections, or you might prefer a fresh start on this assignment.
5. **Multicultural Literature Collection:** Collect a list of 100 multicultural books. Your collection should include at least 10 books for each of the following age groups: K – 2nd, 3rd – 5th, 6th – 8th, 9th – 12th, and undergraduates. Your list should include the title, author, illustrator, genre, and a two-three sentence summary of the book. Use the template provided in CANVAS.
6. **Perspectives:** Choose one of the ethnic groups described in Chapters 4 – 9. Prepare a PowerPoint with 8 – 10 slides about your chosen ethnic group. Present your PowerPoint during Module 1 or 2. Your presentation should last approximately 8 – 10 minutes.
7. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week’s assignments.
8. **Final Exam:** You will complete an “open-book, open-notes” Final Exam.

V. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Ethnographic Research
5. Presentation
6. Lectures
7. Discussions
8. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Class Video Reports	70 (10 x 7 reports)
Discussion Questions	40 points (20 x 2 questions)
Ethnographic Research Paper	200
Meta-Comment Paper	200
Multicultural Literature Collection	200
Perspectives PowerPoint Presentation	150
Reflections	40 points (10 x 4 reflections)
Final Exam	100
Total:	1000 points

- 2. Late Assignments:** Late assignments may be penalized 10 percent of the grade on that assignment per week.
- 3. Letter / Numerical Grade Scale:** The grading scale listed in the current College Catalog will be used for this course.

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

C. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE:

Module	Dates	Class Topics:	Assignments for the Week:
1	July 7 th	Multicultural Schools: What, Why, and How (Ch.1) Immigration and Pluralism (Ch.5) Culture, Race, and the Context for Multicultural Teaching (Ch.2) American Indian Perspectives (Ch.6) African American Perspectives (Ch.6)	<i>Due by Midnight on July 20th</i> 1. Complete Video Report #1. 2. Read Chapter 2. 3. Arrange interviews. 4. Complete Reflection #1. 5. Complete Video Report #2. 6. Read Chapter 3. 7. Complete DQ#1. 8. Complete Reflection #2.

2	July 21 st	Race Relations and the Nature of Prejudice (Ch.3) Latino Perspectives (Ch.7) Asian American Perspectives (Ch.8) Religious Pluralism (Ch.4) Arab American Perspectives (Ch.9) Culturally Competent Teaching (Ch.10) How Does Gender Make a Difference (Ch.11)	<i>Due by Midnight on August 3rd</i> 1. Complete Video Report #3. 2. Read Chapter 4. 3. Complete Reflection #3. 4. Complete Video Report #4. 5. Read Chapters 10 & 11. 6. Complete Reflection #4. 7. Complete Video Report #5. 8. Complete Multicultural Literature Collection. 9. Read Chapters 12 & 13. 10. Complete DQ#2.
3	August 4 th	The Impact of Poverty (Ch. 12) The Challenges of Special Education (Ch.13) Teaching in a Linguistically Diverse Classroom (Ch.14) Curriculum Transformation (Ch.15) Final Exam	<i>Due by Midnight on Aug. 15th</i> 1. Complete Video Report #6. 2. Ethnographic Research Paper 3. Read Chapters 14 & 15. 4. Complete Video Report #7. 5. Meta-Comment Paper. 6. Final Exam

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement*