Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society.
• Delivering high-quality instruction that addresses the needs of the whole child
• Embracing social justice and equity for all
• Becoming reflective practitioners and life-long learners

**Vision Statement**
The University of Hawai‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

**Purpose of the course**
The purpose of this course is to present an overview of multicultural education and how it should be examined when looking at self and current school structures. The focus will be on using culturally relevant teachings in such a way that ultimately students become caring teachers. Emphasis will be placed on individuals confronting his or her own racisms or bias characteristics, examining current school structures to investigate how well their curriculum serves the needs of culturally disadvantage students, identifying frameworks and principals of multicultural education, and creating a caring and culturally meaningful classroom. In particular, teacher candidates will highlight if current educational practices are damaging or benefiting to the academic growth of students. Classroom discussions, reflection activities, case studies, learning key terms, and Internet resources will be the driving tools to impacting students’ performance.

**Primary Text**

**B. Other Resources**
Additional class readings from the Internet and hardcopies articles will be assigned in class. The instructor only as a supplement will use the textbook listed below.


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This course is aligned with the following standards:
UHWO ILO 1: Effective Communication and UHWO GELO 1: Written Communication

UHWO ILO 2: Cultural Awareness and UHWO GELO 4: Global & Multicultural Perspectives

UHWO ILO 3: Critical Thinking and UHWO GELO 3: Symbolic Reasoning

UHWO ILO 4: Disciplinary Knowledge and UHWO GELO 7: Social & Natural Science Literacy

Division learning outcomes (DLOs)=Association for Childhood Education International (ACEI), Hawai`i Teacher Standards Board (HTSB), which adopted the Interstate New Teacher Assessment Consortium (InTASC).

ACEI Standard 1: Development, learning, & motivation
HTSB/InTASC Standard 1: Learner Development

ACEI Standard 3.2: Adaption to diverse learners
HTSB/InTASC Standard 2: Learning differences

ACEI Standard 4: Assessment for instruction
HTSB/InTASC Standard 6: Assessment

ACEI Standard 3.5: Communication to foster collaboration
HTSB/InTASC Standard 8: Instructional Strategies

**Student Learning Outcomes:**
1. Understand the needs of culturally linguistic diverse learners (ILO-2, GELO-4, DLO/ACEI 3.2)
2. Discuss the importance of culture and how it plays a major role in learning (ILO-1, GELO-1, ILO-2, GELO-4, DLO/ACEI 3.2)
3. Recognize the characteristics and responsibilities associated with selecting cultural relevant materials. (ILO-2, GELO-4, DLO/ACEI 3.2)
4. Evaluate current educational practices and instructional strategies (ILO-3, GELO-3, DLO/ACEI 3.5)
5. Learn a variety of teaching techniques to actively engage diverse students (ILO-3, GELO-3, DLO/ACEI 3.5)
6. Apply assessments to various teaching techniques (ILO 1, GELO-1, DLO/ACEI 4)
7. Identify the approaches to multicultural curriculum reforms (ILO-4, GELO-7, DLO/ACEI 3.2)
8. Incorporate into your personal philosophy the value of addressing culture and language in teaching and learning (ILO-1, GELO-1, DLO/ACEI 1)
9. Use high-level questioning and critical thinking skills in class discussion, class activities, and class presentations (ILO-3, GELO-3, DLO/ACEI 3.5)
10. Improve your professional writing for self-reflective and instructional purposes (ILO-1, GELO-1, DLO/ACEI 1)
11. Work hard, and believe culture is like air, it’s all around us!

Course Requirements, Policies, And Evaluation Procedures:
The following briefly describes course assignments. More specific expectations will be provided as the course develops. The grading program we use allows us to weight assignments. Therefore, each category below is calculated independently and applied to your overall grade. (Detailed description of each assignment will be described.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>In-class Activities/Participation</td>
<td>5</td>
</tr>
<tr>
<td>(5) Journals Entries</td>
<td>5 pts. each</td>
</tr>
<tr>
<td>1 Exam</td>
<td>25</td>
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<tr>
<td>1 Article Critique</td>
<td>15</td>
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<tr>
<td>Self Cultural Visual with Self Reflective Narrative</td>
<td>Pass/Fail</td>
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<tr>
<td>What is to your name?</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Student Case Study / [Final Exam]</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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Assessment Procedure
Presentation, projects, and tests will be used to determine candidate achievement of the course objectives listed. All required assignments are graded. Grades will be computed using the following scale:

A=92-100%
B=83-91%
C=74-82%
D=65-73%
F=Below 65%

Instructional Strategies
Lecture time will be geared towards PowerPoint presentations. Students will be involved in cooperative learning activities, exposure to problem based learning strategies, classroom discussions, and involvement with an elementary student for their case study. New skills and understandings will be applied during Practicum. Theoretical program components will be introduced and reinforced through active exploration and

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investigation. Writing and reading will serve to stimulate reflection and questioning.

**Attendance Policy**
It is your responsibility to sign the attendance sheet circulated at the beginning of each class session on campus. An absence will be recorded if your signature is not on the sheet. The cooperating teacher and/or the clinical instructor will verify your attendance in the schools. Good class attendance is essential to the learning process. Students are expected to attend all sessions. More than one absence will lower your final grade one grade level – there are no exceptions. There are no excused absences. If you miss a class session, talk to your peers about the information you have missed.

**Late Assignments**
All required assignments are due on the dates provided in class. Although late assignments, i.e. journals, articles, etc. will be accepted, the grade for these materials will be reduced 10% for each calendar day that they are received late.

**Redoing Assignments**
Except in unusual circumstances, redoing course requirements is **NOT permitted**. Give your BEST effort as you complete each course requirement!

**Class Conduct/Expectations**
You are responsible for your own learning and behavior. Ultimately, this course cannot help you become a successful and effective teacher unless you are willing to grow as a student, a teacher, and a professional. Students are expected to attend and participate in class, read chapters before the class session, work cooperatively on group projects and classroom discussions, and act professionally in class and while participating in the field experiences. **Cell phones must be turned off or put on silent.** Students who disturb class may be asked to leave the class session.

**Extra Credit**
Extra credit will NOT be offered and is not permitted. Again, give your best effort as you complete course assignments.

**Policies Related to Students (Candidates) with Disabilities**
It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Services and ask for Disability Services. That office through the candidate will make contact to the instructor of this class. The instructor will then be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

**NOTE:**

**A. Student Conduct** - For information on what is expected of UH-West O‘ahu students, please refer to the Campus Policies sections (pp. 38-39) of the UHWO 2013 – 2014 Catalog (http://westoahu.hawaii.edu/pdfs/UHWOcatalog_2013-14.pdf).
B. **Flexibility Clause** – The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.