

UNLV

Center for Multicultural Education



College of Education
Bennett Professional Development Center (BDC) Room 106
@UNLVcme * UNLVcme-group@unlv.edu * <http://www.unlv.cme.us/>

Education, Training, and Consulting Services

- **Multicultural Competency Building (MCB)**
 - Focus on individuals.
 - Understanding interpersonal communication and actions relative to dimensions of human differences.
 - Building and augmenting multicultural awareness, disposition, knowledge bases, and skills.

- **Multicultural Organizational Development (MOD)**
 - Focus on individuals and groups in workplace contexts.
 - Learning how to comprehensively transform the "curriculum of the job" whether the job has a traditional academic component (e.g., providing training, teaching a course) or not.
 - MOD starts with the core elements of organizational development theory and practice (organizational membership, mission, product and service delivery) and overlays them with the elements of MCE to examine how dimensions of human differences (based on race, ethnicity, language, gender, sexual orientation, religion, and so forth) show up and play out in day-to-day operations in any given job in any given organization. The goal of MOD is to facilitate organizational change from monoculturalism to multiculturalism so that the manners in which dimensions of equity, diversity, and inclusion manifest in the workplace are affirmed.

- **Multicultural Education, Curriculum Transformation, and Curriculum Development (MCE, MCT, MCD)**
 - Focus on individuals and groups in education workplace contexts.
 - Learning how to comprehensively change educational curricula in multiculturally discipline- and academic level-specific manners, in order to improve teaching effectiveness, student learning outcomes, and the overall quality of teaching and learning across the curriculum.
 - MCE is an academic discipline, generally situated within teacher education and/or curriculum and instruction, that critically:
 - 1) documents—across the curriculum at all levels of instruction—what has been taught, how it is has been taught, in what contexts, by whom, for whom, and toward what ends;
 - 2) contests the accuracy and completeness of what has been taught, as well as the efficacy of how it has been taught, where, by whom, and its effectiveness for all students; and,
 - 3) establishes processes through which education can be enacted to interrupt and remediate educational inequities, and ensure educational success for all students, including through MCT and MCD.
 - MCT is defined as a process by which existing "traditional" curricula are modified to equitably reflect "non-traditional" curricular considerations related to environment, relationships, content, pedagogy and evaluation in discipline-specific and grade level appropriate manners. MCT also describes the on-going modification of already modified curricula.
 - MCD is defined as a process by which new curricula are created to equitably reflect the broad range of multicultural curricular considerations related to environment, relationships, content, pedagogy and evaluation in discipline-specific and grade level appropriate manners. MCD also describes the on-going creation of multicultural curricula.

- **Intergroup Dialogue Facilitation (IDF)**

- Focus on groups.
- Learning how to communicate across histories of tension and/or conflict.
- Building and augmenting:
 - 1) comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships; and,
 - 2) increased intra- and cross-group awareness, knowledge, and understanding leading to collective engagement in action for equity, diversity, and inclusion.
- Intergroup dialogue is a collaboratively structured form of group conversation characterized by participants' willingness to "listen for understanding."
 - Different from discussion, where participants generally engage in serial monologuing—each offering their perspective on a given topic.
 - Different from debate, where participants typically learn to "listen to gain advantage—each seeking to trump the perspectives offered by others on a given topic.

- **Multicultural Topic- and/or Setting-Specific Requests**

- Educational, training, and/or consultation services tailored to a specific need or set of needs, discrete and/or long-term.

For More Information

[Christine Clark](mailto:chris.clark.unlv@me.com), Ed.D. chris.clark.unlv@me.com 702-985-6979, Center Director
[Norma A. Marrun](mailto:norma.marrun@unlv.edu), Ph.D. norma.marrun@unlv.edu 702-895-1434, Center Assistant Director

