DIVISION: Humanities, Fine Arts and Social Sciences

COURSE: EDC 2006 Multicultural Education: Agent for Change

Date: Spring 2022

Credit Hours: 3

Complete all that apply or mark “None” where appropriate:
   Prerequisite(s): None

   Enrollment by assessment or other measure? □ Yes ✗ No
   If yes, please describe:

   Corequisite(s): None

   Pre- or Corequisite(s): None

   Consent of Instructor: □ Yes ✗ No

Delivery Method: □ Lecture 3 Contact Hours (1 contact = 1 credit hour)
   □ Seminar 0 Contact Hours (1 contact = 1 credit hour)
   □ Lab 0 Contact Hours (2-3 contact = 1 credit hour)
   □ Clinical 0 Contact Hours (3 contact = 1 credit hour)
   ✓ Online
   ✓ Blended
   ✓ Virtual Class Meeting (VCM)

Offered: ✓ Fall ✓ Spring ✗ Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):
This course is designed to provide students the opportunity to explore the theories and processes needed to examine social forces influencing American education including social and global perspectives. The course content will assist students to understand and become aware of working with and teaching culturally diverse groups within the educational setting and how schooling is shaped by the social contexts in which it
occurs. The complex issues facing educational environments will be examined which include issues of heritage, class, gender, religion, ethnicity, and exceptionality. Effective teaching strategies and resources will be explored. In addition, global standards will be reviewed. Multicultural best practices will be explored as students develop their philosophy of education.

ACCREDITATION STATEMENTS AND COURSE NOTES:
Illinois Professional Teaching Standards

COURSE TOPICS AND CONTENT REQUIREMENTS:
Students will be able to explore their personal reflections, bias, and clarify personal positions related to diversity through lectures, discussions, debates, presentations, individual/group experiential activities, video, guest speakers and readings on the following areas:

I. Diversity in the Classroom
   A. Culture
      1. Characteristics of culture
      2. Manifestations of culture
      3. Ethnocentrism
      4. Cultural relativism
   B. Pluralism in Society
      1. The Dominant culture
      2. Cultural pluralism
      3. Cultural Borders
      4. Biculturalism and Multiculturalism
      5. Micro cultural groups

II. Socio-economic Diversity
   A. Socio-economic status
      1. Income
      2. Occupation
      3. Education
      4. Geographic location
   B. Interaction of Socio-economic status with race and ethnicity, Gender, and Age
      1. Race and ethnicity inequality
      2. Gender Inequality
      3. Age inequality
   C. Educational Implications
      1. Teacher expectations and tracing
      2. Curriculum for equality
      3. Financial support for schools

III. Ethnicity and Race
   A. Ethnic and racial diversity
   B. Ethnic and racial groups
      1. Ethnic groups
      2. Racial groups
   C. Educational Implications
      1. Ethnic Differences
      2. Curriculum approaches
      3. Student Achievement and assessment.
IV. Gender
   A. Gender and society/culture
   B. Gender identity
      1. Impact of perceived differences
      2. Stereotyping of gender roles
   C. Sexism and gender discrimination
      1. Jobs and wages
      2. Sexual orientation
      3. Sexual harassment
   D. Interaction of gender with ethnicity, class, and religion
   E. Educational implications
      1. Learning Styles and gender
      2. Participation in science, mathematics, and technology
      3. Nondiscrimination and title IX

V. Religion
   A. Religion and culture
   B. Religious Pluralism in the United States
   C. Educational Implications
      1. Censorship
      2. Classroom implications

VI. Language
   A. Language and culture
   B. Language differences
      1. Sign Language
      2. Bilingualism
   C. Dialect differences
      1. Dialects
      2. Bi dialecticism
      3. Standard English
      4. Perspectives on Black English
      5. Dialects and Education
   D. Second Language acquisition
      1. Role of first language in second language
      2. Acquisition
      3. Language proficiency
   E. Educational implications
      1. Language and educational assessment
      2. Bilingual education
      3. English as a second language
      4. Nonverbal communications in the classroom

VII. Age
   A. Age and culture
   B. Educational implications
      1. Critical issues in childhood
      2. Critical issues in Adolescence
      3. Adulthood

VII. Exceptionality
   A. Exceptionality and society
B. Educational implications
   1. Disproportionate placements in special education
   2. Normalization
   3. Achievement and assessment

IX. Characteristics of culturally responsive teaching
   A. High teacher expectations
   B. Reflecting culture in academic subjects
   C. Students and teacher interactions and communications
   D. Parent and teacher interactions and communications

X. Education in a changing world: Current issues and the future
   A. Current Issues
   B. Looking into the future

INSTRUCTIONAL METHODS:
   1. Lecture
   2. Class Discussion/presentations
   3. Multimedia: Videos, podcasts
   4. Assessments/Quizzes
   5. Guest speakers
   6. Supplemental Reading/Journal Articles
   7. Internet Resources
   8. Small and Large Group Activities
   9. Experiential learning project
   10. Reflective writing assignments
   11. Online discussions and assignments

EVALUATION OF STUDENT ACHIEVEMENT:
   Participation and Attendance
   Assessment
   Reflective/reaction papers
   Group/individual presentations
   Activities/Projects
   Cultural biographies/discussions
   Experiential activities
   Journal reflection
   Online discussions and activities

INSTRUCTIONAL MATERIALS:
   Textbooks
   Comprehensive Multicultural Education: C.I. Bennett

   Resources
   Annual Editions: Multicultural Education
   Illinois Professional Teaching Standards (IPTS 2010)
   http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
   NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010
   http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf
LEARNING OUTCOMES AND GOALS:
Institutional Learning Outcomes
☐ 1) Communication – to communicate effectively;
☐ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
☒ 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
☐ 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies
Upon completion of the course, the student will be able to:

1. Understand personal cultural perspectives and biases and their effects on those they are teaching.

<table>
<thead>
<tr>
<th>IPTS</th>
<th>Levels 2-4 Gateways Benchmarks</th>
<th>NAEYC Standards</th>
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<tbody>
<tr>
<td>1E, 1F</td>
<td>A10</td>
<td>1b,4d</td>
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Artifacts/assignments of assessment: journal reflections, reflective papers, experiential activities

2. Recognize variations in beliefs, traditions, and values across cultures within the U.S. and the effects of the relationship within the micro cultures of the child, the family and schooling.

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<tr>
<td>A1, 1B, 4B</td>
<td>A6, A9, A10</td>
<td>1a,2a,4b</td>
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Artifacts/assignments of assessment: article reflections, journal reflections, group presentations, cultural biographies, experiential activities

3. Acquire knowledge about the impact of the dominant culture on shaping schools, agencies and individuals who study, work and learn in them.

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<tr>
<td>1G,2D,2E,2F</td>
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<td>2a,4b,5a,5c</td>
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Artifacts/assignments of assessment: article reviews, experiential activities, video and multimedia, projects

4. Acquire historical points of view and contribution of culturally diverse groups in regard to equity in education.
5. Recognize how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

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<td>1H,1J,1K,1L,2D,2L,2M,2N,3C,3H,3K,5D,7L,8P</td>
<td>A6, A10, A14</td>
<td>1c,3c,4a,4b,4c,5a,5c</td>
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Artifacts/assignments of assessment: journal reflections, reflective papers, presentations, cultural biographies

6. Recognize the factors that promote effective awareness, communication and collaboration with individuals, parents, families, school, agencies and community personnel in a culturally responsive environment.

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<td>1C,1G,3C,3P,4C,4D,4I,8A,8D,8E,8F,8J,8K,8L,8P,8Q,8T,9G,9H,9I,9L,9N,9P</td>
<td>A6, A9, A10</td>
<td>1a,1b,1c,2a,2c,3b,4a,4b,5c,6a,6b,6d</td>
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Artifacts/assignments of assessment: experiential activities, resource collection, projects, activities, presentations, article/journal reflections

7. Explore avenues to create learning environments that allow students to retain and appreciate their own culture, language, and heritage by developing multicultural appropriate material and resources.

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<tr>
<td>2F,2I,9T</td>
<td>A18</td>
<td>5c,6b</td>
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Artifacts/assignments of assessment: cultural biographies, presentations, projects, activities, resource collection, article/video reviews

**Standards/Benchmarks**

Students will need to represent these standards on their course work that will indicate their acquired knowledge of the following standards.

**Illinois Professional Teaching Standards**

IPTS - The competent teacher:

1A. understands the spectrum of student diversity and the assets that each student brings to learning across the curriculum

1B. Understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities
1C. understands how teaching and student learning are influenced by development, past experiences, talents, prior knowledge, economic circumstances, and diversity within the community

1D. understands the impact of cognitive, emotional physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act, its implementing regulations

1E. understands the impact of linguistic and culturally diversity on learning and communications

1F. understands his or her personal perspectives and biases and their effects on one's teaching

1G. understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs

1H. analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement

1I. differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs

1K. facilitates a learning community in which individual differences are respected

2D. understands the relationship of knowledge within the disciplines to other content areas and to life applications

2E. understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning

2F. knows how to access the tools and knowledge related to latest findings and technologies in the disciplines

2I. evaluates teaching resources and materials

2J. demonstrates fluency in technology systems, uses technology to support instruction and application of technology appropriate to the discipline

2M. uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings

2N. facilitates learning experiences that make connections to other content areas and life experiences

3C. understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the need of each student when planning instruction

3H. establishes high expectations for each student's learning and behavior

3K. incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences

3P. works with others to adapt and modify instruction to meet individual student needs

4B. understands how individuals influence groups and how groups function in society

4C. understands how to help students work cooperatively and productively in groups

4D. understands factors that influence motivation and engagement

4I. creates a safe and healthy environment that maximizes student learning

5D. understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences

7L. involves students in self-assessment activities to help them become aware of their strengths and needs an encourages them to establish goals for learning

8A. understands schools as organizations with the larger community context

8D. understands the benefits, barriers, and techniques involved in parent and family collaborations
8E. understands school and work based learning environments and the need for collaboration with all organizations to enhance student learning
8F. understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions
8J. works with all school personnel to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals
8K. participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students
8L. initiates collaboration with others to create opportunities that enhance student learning
8P. develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning
8Q. develops professional relationships with parents/guardians and seeks to develop cooperative partnerships to promote student learning and well-being
8R. uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork
8T. identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities
9G. understands local and global societal issues and responsibilities in an evolving digital culture
9H. understands the importance of modeling appropriate dispositions in the classroom
9I. models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect
9L. communicates with families, responds to concerns, and contributes to enhance family participation in student education
9P. uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession
9T. models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

**ECE Credential Benchmarks Levels 2-4**
A6. Demonstrates knowledge of how developmental variations and family culture, language, and environment influence a child's growth and development
A9. Identifies personal and professional perspectives
A10. Recognizes how personal bias and perspective influence professional practices
A14. Recognizes developmental consequences of stress and trauma, and the role of protective factors and resilience in children's development and learning, especially social and emotional well-being
A18. Describes strategies for getting to know each child as an individual, including strengths, needs, interests, families, and life situations
NAECY Standards
1a. knowing and understanding young children's characteristics and needs from birth to age 8
1b. knowing and understanding the multiple influences on early development and learning
1c. using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2a. knowing about and understanding diverse family and community characteristics
2c. involving families and communities in young children's development and learning
3b. knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection
3c. understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children
4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches