



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts and Social Sciences

COURSE: EDC 2006 Multicultural Education: Agent for Change

Date: February 5, 2018

Credit Hours: 3

Prerequisite(s):

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

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION: 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.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To construct a critical awareness of and appreciate diversity	Understand personal cultural perspectives and biases and their effects on those they are teaching.

EXPECTED LEARNING OBJECTIVES/OUTCOMES AND STANDARDS/BENCHMARKS:

[Outcomes related to course specific goals.]

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.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
1E, 1F	A10	1b,4d

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.**

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
A1, 1B, 4B	A6, A9, A10	1a,2a,4b

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.**

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
1G,2D,2E,2F		2a,4b,5a,5c

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 regards to equity in education.**

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
1D		1b

Artifacts/assignments of assessment: article reviews, activities, projects

5. **Recognize how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.**

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
1H,1J,1K,1L,2D,2L,2M,2N,3C,3H,3K,5D,7L,8P	A6, A10, A14	1c,3c,4a,4b,4c,5a,5c

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.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
1C,1G,3C,3P,4C,4D,4I,8A,8D,8E,8F,8J,8K,8L,8P,8Q,8T,9G,9H,9I,9L,9N,9P	A6, A9, A10	1a,1b,1c,2a,2c,3b,4a,4b,5c,6a,6b,6d

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.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
2F,2I,9T	A18	5c,6b

Artifacts/assignments of assessment: cultural biographies, presentations, projects, activities, resource collection, article/video reviews

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. Audio Visual Aids: Video, multimedia

4. Assessments/ Quizzes
5. Guest speakers
6. Supplemental Reading
7. Journal Articles
8. Multimedia
9. Internet Resources
11. Small and Large Group Activities
12. Service learning project
13. Reflective writing assignments

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

Participation, Journal reflection, and Attendance

Read text and other supplemental materials

Assessment

Reflective/reaction papers

Group individual presentations

Activities

Projects

Cultural biographies/discussions

Experiential activities

Resource collection

INSTRUCTIONAL MATERIALS:

Human Diversity in Education: An Intercultural Approach. 2015 8th edition by Cushner, McClelland & Safford.

Annual Editions: Multicultural Education Online references:

Illinois Professional Teaching Standards (IPTTS 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/Stdts_1pager.pdf

NAME

Teaching Tolerance

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 hers 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
- 1J. 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
- 2L. 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 and 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
- 9N. collaborates with other teachers, students, parents or guardians, specialist, administrators, and community partners to enhance students' learning and school improvement
- 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

EDUCATION CANDIDATE DISPOSITIONS STATEMENT:

Assessment of Professional Dispositions and Behaviors

All teacher candidates will be held accountable to the IVCC ECE/EDC disposition policy and will be evaluated on an ongoing basis. Those who have engaged in behaviors that suggest a negative or inappropriate disposition will be reported to the IVCC Education Disposition Committee. This includes while they are in class, on campus, engaged in social media and electronics, interactions with other faculty, staff, and peers, and/or in any off campus activities (including observations/field experiences/clinical/student teaching). Disposition concerns are important for ALL teacher candidates (early childhood, elementary, secondary, special education and paraprofessional) as dispositions become increasingly important to the development of collaboration skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible.

TEST OF ACADEMIC PROFICIENCY (TAP) OR ACT PLUS Writing:

Students pursuing the Associate of Arts in Teaching (AAT) degree in Early Childhood Education or Elementary education/Sec ed are required to pass all subtests of the Test of Academic Proficiency as a part of the completion of the degree OR have an ACT composite score of a 22 on the ACT plus Writing (16 or higher, 19 or higher if completed ACT before Sept 2015) and a within 10 years of application to a teacher education/educator preparation program. SAT composite score needs to be 1030 with a minimum of 450 in writing and can be used as a substitute for the TAP or the ACT. Any student who will be required to take this state requirement are strongly encouraged to register for the Test within the first year of coursework at IVCC. Review test information for the TAP can be found at <http://www.icts.nesinc.com/>. ACT and Sat information can be found on their websites.

PLAGIARISM/ACADEMIC HONESTY:

Plagiarism comes from the Latin word plagiare, which means "to steal." Therefore, plagiarism is a form of cheating. Plagiarism is defined as using the words or ideas of another as one's own either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written or oral) without giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own.

DISABILITY STATEMENT:

This course is designed to support diversity of learners and create a safe environment for all students. If you are a student with a documented cognitive, physical or psychiatric disability you may be eligible for academic support services such as extended test time, texts on disc, note taking services, etc. If you are interested in learning if you can receive these academic support services, please contact either Tina Hardy (tina_hardy@ivcc.edu, or 224-0284) or Judy Mika (judy_mika@ivcc.edu or 224-0350), or

stop by the Disability Services Office in B-204.

Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment Options																																
<p>For each competency/outcome place an "X" below the method of assessment to be used.</p>	Assessment of Student Learning		Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self-Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>		Direct/																															
<p>1. Understand personal cultural perspectives and biases and their effects on one they are teaching.</p>		D	D	D		D					D				D				D	D												D	
<p>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.</p>		D	D	D		D					D			D					D	D												D	

<p>3. Acquire knowledge about the impact of the dominant culture on shaping schools, agencies and individuals who study, work and learn in them.</p>		D	D	D	D				D				D	D																	D
<p>4. Acquire historical points of view and contribution of culturally diverse groups in regards to equity in education.</p>		D	D	D	D				D				D	D																	D
<p>5. Recognize how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.</p>		D	I	D	D				D				D	D														D		D	
<p>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.</p>		D	I	D	D				D				D	D														D		D	
<p>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.</p>		D		D					D				D		D	D												D		D	