



DIVISION OF EDUCATION

EDUC 5303 MULTICULTURAL EDUCATION

Summer 1 2009 Phoenix Campus
 Bldg 1150
 Room 3149
 Luke Air Force Base, AZ

Wayland Baptist University exists to educate students in an academically challenging, learning focused, and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

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COURSE CATALOG DESCRIPTION

Course focuses on the impact of culture, ethnicity, socioeconomic status, religion, and special populations on learning and identifies ways to enhance learning and motivation in the public schools.

REQUIRED TEXT

TEXT	AUTHORS	ED	YEAR	PUBLISHER	ISBN#
<u>Counseling the Culturally Diverse: Theory and Practice</u>	<u>Derald Wing Sue and David Sue</u>	5th	2008	Wiley & Sons	978-0-470-08632-2
<i>A framework for understanding poverty.</i>	Payne, R		1998	RFT Publishing	1-929229-48-8

Please note that there will be podcasts and videos as well as outside articles that relate to the reading assignments. Students who do not have iTunes will need to load that on their computer. It is non-intrusive, free and can be downloaded at: <http://www.apple.com/itunes/download/> or to visit the Apple webpage go to www.apple.com.

STUDENT LEARNING OUTCOMES

The following will be outcomes that each student should accomplish in the duration of the course

- ❖ **Cultural proficiency** that includes the policies and practices of an organization or the values and behaviors of an individual that enables that agency or person to interact effectively in a diverse environment. Cultural proficiency also reflects the way an organization treats its employees, its clients, and its community.
- ❖ **Giving context and voice** to the notion that culturally proficient instructors add value and dignity to students' lives, and culturally proficient instruction adds a dimension of professionalism to your artistry as a teacher.
- ❖ **Increased instructional effectiveness** based on three factors: your understanding of who you are and what you think about yourself; your understanding of who the learners are and what you think of them; and the way in which the learners receive you and the subject matter you are presenting.
- ❖ **Understanding of student diversity** and planning learning experiences to promote all students' learning

Professional competencies that will be addressed:

- ❖ **Note.** Bullets under each competency are noted by competency number and bullet number: 1.3 is Competency 001, 3rd bullet. Middle-level is defined as 4-8th grades.
- ❖ Each PPR has slightly different wording and placement of bullets.
- ❖ **Domain 1: Designing Instruction and assessment to promote student learning**
- ❖ **Competency 001: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.**
 - Understands the lifelong impact of the experiences provided in early childhood through grade 4 on individual development and on society.
- ❖ **Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.**
 - Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.
 - Accepts and respects students with diverse backgrounds and needs.
 - Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
 - Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.
 - Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.
 - Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
 - Understands the instructional significance of varied student learning needs and preferences.
- ❖ **Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.**
 - Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
 - Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.

COURSE REQUIREMENTS AND DETERMINATION OF GRADE

Assignments	Explanation	%
Discussions	<p>There will be five discussion boards or group discussion sessions. Students will be required to participate in each DB with at least a 250 word initial post and a 100 word academic response to one other student's initial post. Students should have read their assigned chapters before class be prepared for a robust discussion in class. In class discussion should reflect depth of knowledge in the reading assignments.</p> <p>DB's will be practical applications where students will apply their reading assignments to practical implications of multicultural education. In many cases, students will be required to read an assigned, outside article or view a video podcast that relates to the week's reading assignment.</p>	20
Tests/Lesson Plans	<p>There will be five tests over the reading assignments. Tests usually consist of self-graded, multiple-choice questions used to assess reading comprehension. In lieu of tests, students may elect to do lesson plans. Students MUST let me know if they opt for the lesson plans BEFORE the test deadline. Students can opt out for only two quizzes.</p>	20
Research Paper	<p>This will be a 12-15-page paper on some area of social and cultural foundations in education. All papers are to be in APA format and must receive prior approval by the instructor. Students are encouraged to use the WBU Learning Resource Center early in order to include at least eight professional, academic sources. Please upload this on the Assignments page BEFORE January 21. Students will be required to give a Power Point presentation on their research. Students will need to make a one-page summary of their paper for distribution to each student in the class. The Power Point should contain at least 15 slides.</p>	30
Wiki Page/ Student Observations	<p>There will be one student observation. Forms for use can be found on the Assignments page. There will be two observations. Students can opt for one of these to be a cultural event observation where the student attends an even that is Culturally based, e.g. Native American festival in Mesa,</p> <p>A wiki page will be assigned to complete. Wiki pages will be research-oriented, but will incorporate pragmatic approaches to multicultural education; social and cultural foundations for counseling; and ethical practices within this discipline.</p> <p>NOTE: www.wikipedia.org is a good model, but the resources found there MAY NOT be used as academic sources. Each wiki page must include at least four separate academic or professional sources to his or her Wiki page.</p>	10 20
TOTAL		100

COURSE OUTLINE AND DUE DATES

Due Date*	Subject	Chapters	Assignment
June 5	Understanding Poverty	Payne all	In class discussion
June 6	Introduction to Diversity	Sue 1-2	Test and In class discussion
June 6	Diversity Management	Sue 3-5	In class discussion
June 13	Specific Populations	13-15	Discussion Board
June 13	Specific Populations	16-18	Test and Discussion Board
June 20	Specific Populations	19-21	Test and Discussion Board
June 20	Specific Populations	22-24	Test and Discussion Board
June 26	Specific Populations	25-26	Test and Wiki assignment due
June 27	Classroom Observations		Classroom Observation Papers due
June 27	Research Paper		Presentation and Research Paper

*Assignments due by midnight Phoenix, Arizona Time.

WBU GRADING SYSTEM

Symbol	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

UNIVERSITY STATEMENTS

It is university policy that no otherwise qualified disabled person be excused from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities at the first class meeting.

Students are responsible for reading, understanding, obeying, and respecting all academic policies, with added emphasis being placed upon academic progress policies, appearing in the Wayland Baptist University Academic Catalog applicable to their curriculum and/or program of study.

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is the presentation of the work of another as one's own work. It is the student's responsibility to be familiar with penalties associates with plagiarism stated in the catalog.