Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title - Diverse Cultural/Multilingual Education
Course Prefix and Number - CDEC 2315
Department - Education/Early Childhood
Division – Technology and Business
Course Type: (check one)
☐ Academic General Education Course (from ACGM – but not in WCJC Core)
☐ Academic WCJC Core Course
☒ WECM course (This course is a Special Topics or Unique Needs Course: Y ☐ or N ☒)

Semester Credit Hours #: Lecture Hours #: Lab/Other Hours #: 3:3:0

Equated Pay hours for course - 3

Course Catalog Description -
An overview of diverse cultural and multilingual education including familial relationships, community awareness, diversity, and the needs of each and every child. This is an intermediate level elective course used to satisfy requirements for the AAS degree in Early Childhood.

Prerequisites/Co-Requisites - Sophomore standing; approval of program director

Date 06-19-2015

Prepared by Barbara S. Lynn

Date 06-19-2015

Reviewed by Department Head Barbara S. Lynn

Date 06-19-2015

Accuracy verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/3/15
I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction):

Through a variety of background readings, research, and class discussions students will:

1. Students will describe their own culture and any beliefs or values that may lead to biased points of view.
2. Students will distinguish between types of multicultural and multilingual classroom environments (ESL-English as a Second Language, bilingual, and dual language models)
3. Students will discuss teacher attitudes and classroom practices that will promote a school climate tolerant of diverse cultures.
4. Students will evaluate whether classroom environments and practices promote academic success for students of varied cultural backgrounds (including instructional resources).
5. Students will research, plan, and evaluate appropriate and diverse ethnic and cultural activities.
6. Students will articulate their philosophy for multicultural education.
7. Students will discuss their own story of immigration (or the story of a known immigrant).
8. Students will discuss ways to engage families and the community in multicultural education.
9. Once the above have been covered, other topics at the discretion of the instructor.

National Association for the Education of Young Children (NAEYC) Standards Measured in this course:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing to support young children and families
4. Using developmentally appropriate approaches
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Assessment</th>
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<tr>
<td>Upon successful completion of this course, students will:</td>
<td>1. 2.3. Class discussions (may be online) and teacher made tests (minimum of midterm, final, and any other tests or quizzes deemed necessary). The midterm exam must have a minimum of one essay question. (Grade of 70 or higher indicates mastery)</td>
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<tr>
<td>1. Compare models of multicultural/multilingual education</td>
<td>2. Student autobiographical paper outlining one's culture, basic beliefs, and personal cultural practices (graded by a departmental rubric; grade of 70 or more indicates mastery)</td>
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<tr>
<td>2. Identify personal and institutional bias</td>
<td>2. Philosophy paper outlining their beliefs and views on multicultural education. This project will be graded by a departmental rubric with a grade of 70 indicating mastery</td>
</tr>
</tbody>
</table>
III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of:

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Following reading of the text, class lecture (which may be online) and class discussions (which may be online), assignments will be weighted in the following manner:

- Attendance and class participation: 10%
- Midterm, final, and other written tests: 60%
- Autobiographical immigration paper, philosophy paper, and term project of multicultural activities: 30%

Averages:
- 90-100 A-Exemplary work
- 80-89 B-Good work
- 70-79 C-Average work
- 60-69 D-Minimal work
- 59 and below F-Does not pass course standards

VII. Curriculum Checklist

☐ - Academic General Education Course (from ACGM – but not in WCJC Core)
  No additional documentation needed

☐ - Academic WCJC Core Course
  Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives

☒ - WECM Courses
  If needed, revise the Program SCANS Matrix & Competencies Checklist.