



Course Information

Course Title	Diverse Cultural / Multilingual Education
Course Prefix, Num. and Title	CDEC 2315 – Diverse Cultural / Multilingual Education
Division	Technology & Business
Department	Education / Early Childhood
Course Type	WECM Course
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.
Pre-Requisites	Sophomore standing; approval of program director
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		

Additional Course Information

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).

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

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Compare models of multicultural/multilingual education
2. Identify personal and institutional bias
3. Plan and evaluate multicultural environments and activities.

Methods of Assessment:

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)
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)
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.
3. Term project of 10 appropriate multicultural lessons designed for one age group (birth-grade 6) including multicultural books, music, art, and learning center ideas. This project will be graded by a departmental rubric with a grade of 70 indicating mastery.

Required text(s), optional text(s) and/or materials to be supplied by the student:

Most recent edition of:

DeMelendez, W. R. & Beck, V. (Most recent edition) Teaching young children in multicultural classrooms: Issues, concepts, and strategies. Delmar Learning.

Suggested Course Maximum:

35

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

None

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:

10% Attendance and class participation

60% Midterm, final, and other written tests

30% Autobiographical immigration paper, philosophy paper, and term project of multicultural activities

Grading Scale:

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

Curriculum Checklist:

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
 - Critical Thinking
 - Communication
 - Empirical & Quantitative Skills
 - Teamwork
 - Social Responsibility
 - Personal Responsibility
- WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist