

West Chester University
Department of Special Education
EDA 325 (80)
Culturally Responsive Teaching for Diverse
Exceptional Learners

Semester: Spring 2022 **Dates:** Thursday January 27th – Friday May 13th 2022
Days & Times: Thursdays 4:25-7:10pm. **Location:** REC 213 **Hours:** 3 Credit Hours

Professor: Dr. York Williams, Ph.D. **Email:** Ywilliams@wcupa.edu
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FIRST TWO WEEKS OF SEMESTER VIRTUAL LINK

Join Zoom Meeting

<https://wcupa.zoom.us/j/99365402405?pwd=Smw2VHYrRXZ6clpJaTFMRGIHSjNpUT09>

Meeting ID: 993 6540 2405

Passcode: 983200

Office Hours: Tuesdays 4:30pm-5:30pm

Virtual Office Hours: Mondays and Thursdays 2:15-4:15pm and *by appointment – Please also email instructor in case we are in waiting rooms.*

Join Zoom Meeting

<https://wcupa.zoom.us/j/94689719847?pwd=S0I5MSt3UmhhWis1RGE4bUNsODNhZz09>

Meeting ID: 946 8971 9847

Passcode: 110881

WCU's Department of Public Safety – (610) 436-3311

West Chester University's COVID-19 Classroom Protection Requirements

We, as a community of educators and learners, should work together to create a culture that protects our most precious resource: each other. As such, it is the expectation of all members of the University community to continue to do their part to protect the health and safety of others. In our classrooms where the university's primary function is carried out, the following protocols are being implemented:

- Unless otherwise directed by the faculty member, students must wear a cloth or disposable face mask that covers both the nose and mouth the entire time they are in class.
 - Face shields and gaiters do ***not*** meet the university's mask requirement.
- Eating and drinking in the classroom are only permitted if they are medically necessary.
 - Please work with the Office of Services for Students with Disabilities to notify the university and your professors of this necessity.

Required Text Book:

Available Via Vital Source –

The Sociopolitical Context of Multicultural Education - Seventh Edition Sonia Nieto & Patty Bode

** The course will also be supplemented by handouts, articles, and additional reading materials. Email will be an integral part of this course in order to access these materials and handouts for class.*

Course Overview:

This course is designed to prepare preservice special educators with background knowledge and critical understandings of culturally responsive practices in order to meet the needs of students at the intersection of culture, language, and disability needs. Students will examine the role culture plays in teaching and learning, develop strategies for culturally responsive collaboration with families and communities, and explore resources for implementing culturally responsive teaching practices as future special educators.

Student Learning Outcomes

This course meets the following Diverse Communities requirements by meeting the following student learning outcomes:

Distributive:

- 1: 4. d) Demonstrate comprehension of and ability to explain information and ideas accessed through reading.
- 2: 4. d) Develop creative or innovative approaches to assignments or projects.

Diverse Communities:

- 1: 1. a) Discuss the historical practices leading to the marginalization of diverse groups
- 2. b) Identify and analyze structural inequalities using a recognized theoretical approach

Department of Special Education Program Goals

The Department of Special Education recognizes the Council for Exceptional Children Professional Content Standards for all initial special education teachers as the standard for initial teacher preparation programs in special education.

Program Outcome 2 (CEC Content Standard 2: Development & Characteristics of Learners)

Students will demonstrate a respect for individuals with exceptional learning needs first as unique human beings. They will further be able to compare and contrast human development and the characteristics of individuals with and without exceptional learning needs.

Program Outcome 5 (CEC Content Standard 5: Learning Environments & Social Interactions)

Students will actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. Students will use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations.

Program Outcome 6 (CEC Initial Content Standard 6: Language)

Students will demonstrate knowledge of typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Students will use individualized strategies (including assistive technology) to enhance language development and teach communication skills to individuals with exceptional learning needs.

Program Outcome 10 (CEC Content Standard 10: Collaboration)

Students will routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

EDA # Course Objectives

The objectives for this course are derived from the Pennsylvania Department of Education Chapter 49.85 Special Education Certification Program Guidelines and the Council for Exceptional Children Professional Practice Standards.

PDE Competencies/Objectives

I. Special Education System in the United States

B. Understanding and Preventing Over-Representation of Diverse Students in Special Education

1. Identify factors contributing to the over-representation of economically disadvantaged, culturally diverse and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation.

2. Implement processes that successfully avoid inappropriate placement and ensure that the opportunities for educational achievement of diverse student populations are equally distributed across all student groups.

3. Demonstrate an understanding of over-representation of economically disadvantaged, culturally and linguistically diverse populations in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.

4. Demonstrate the ability to positively interact with economically, culturally and linguistically diverse families.

5. Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.

6. Identify how the family's culture and values affect how they view disabilities.
7. Link heritages and cultures directly to learning and include positive and widespread representation.
8. Incorporate stories and resources from many cultural and ethnic traditions.
9. Build on students' strengths when teaching literacy skills to language minority students.
10. Use evidenced-based practices for teaching students from diverse backgrounds.

II. Cognition and Development of Students with Disabilities

Cognitive Development of Diverse Learners in a Standards Aligned System

1c. Demonstrate an understanding of over and under-representation of minorities in Special education to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.

IV. Pedagogy – Specially Designed Instruction

B. Learning Environments and Social Interactions

4. Design a learning environment that is respectful of students with disabilities.
5. Foster positive, inclusive, learning settings in cognitive, behavior, language, physical and social domains.
6. Establish and maintain consistent standards of classroom and individual student behavior using positive techniques and resources.
8. Identify barriers to accessibility and acceptance of individuals with disabilities as well as potential strategies and skills necessary to overcome potential barriers.
9. Implement basic classroom management theories and strategies for all students, especially students with disabilities through a school wide methodology utilizing tiered approaches.
12. Recognize the contribution of family and students in identifying causes and preventions of inappropriate behaviors.
16. Develop, support and demonstrate positive, inclusive learning environments for all students by promoting the engagement and independence of students with disabilities in classroom environments.
17. Adapt physical environments to provide optimal learning opportunities for students with disabilities.
18. Identify and implement methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
19. Provide instruction in community-based settings to students with disabilities.
21. Plan instruction in a variety of educational settings.
22. Teach students with disabilities to give and receive meaningful feedback from peers and adults.

C. Language (Communication) Development

1. Consider the implications of language development in working with students with disabilities.
8. Depict the impact of increased emotionality on language and communication ability.
11. Identify the differences between academic language and social language.
12. Identify socio-cultural characteristics of English Language Learners (ELLs) including educational background and demographics.**
13. Describe how ELs' cultural communication styles and learning styles affect the learning process.**

14. Describe how ELs' cultural values affect their academic achievement and language development.**
15. Identify cultural and linguistic bias in instruction, materials and assessments.**
16. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.**
17. Observe culturally and/or linguistically diverse instructional settings.**

VI. Professional and Ethical Practice

- B. Demonstrate effective advocacy procedures.
- C. Promote positive relationships to support collaboration and partnerships in order to effectively implement the IEP.
- D. Identify methods to increase knowledge and pedagogical skills through participation in meaningful professional development.
- E. Demonstrate integrity, ethical behavior, and professional conduct as stated in PA's Code of Professional Practice and Conduct for Educators and local state and federal laws and regulations.

VII. Collaboration

- A. Collaborate with all team members, including family members, to plan for and educate the student in a way that will maximize his/her educational experience.*
- H. Work collaboratively with various general educators as students participate in the general education curriculum. *
- I. Utilize culturally responsive strategies that promote effective communication and collaboration with students with disabilities, families, school and agency personnel and community members.*
- J. Implement strategies to address concerns of students and families.*

Council for Exceptional Children Professional Practice Standards (*Revised 2011*):

- 1.1 Beginning special education professionals understand how language, culture, and family background influences the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of

families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

International Society for Technology in Education (ISTE) Standards:

3b: Educators establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency

5b: Educators design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning

6b: Educators manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field

6d: Educators model and nurture creativity and creative expression to communicate ideas, knowledge or connections

7a: Educators provide alternate ways for students to demonstrate competency and reflect on their learning using technology.

Methodology: Lecture, Group Process, Exams, Presentations

Best Student Practices

Attendance - Attendance to class is mandatory. This is a three credit class that meets once a week over the course of the semester and your attendance and participation is essential as well as your willingness to participate in class-work in all phases. Excessive absences may result in loss of points for class participation, engagement and attendance within the instructor's final course evaluation categories.

Excused Absence Policy - *You are expected to be present unless there are extenuating circumstances that are communicated with the professor prior to class. Attendance is taken at every meeting to support your learning needs and access to the curriculum.* Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

Students are advised to carefully read and comply with the excused absences policy, including absences for university-sanctioned events, contained in the WCU Graduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

Assignments - It is the student's responsibility to turn in assignments 'on time' as indicated on the course syllabus or as worked out with the professor. Late or missing assignments not communicated with the professor well-in advance of their due dates will result in penalty-points or possibly a zero.

Tardiness – Lateness to class, although sometimes unavoidable, can become disruptive at times. You are now being trained to be on time for class meetings, appointments, presentation and discussions. Excessive tardiness will also be considered in the calculation for your final grade. Treat all University courses as your 'full-time job' and your 'position' is to be the very best 'student' at that 'organization' – here the *University*.

Electronic Communication Devices -Although we are living in a digital age, University students are expected to exhibit professional and appropriate behaviors at all times, inside and outside of class. Proper classroom etiquette is essential at all times. The use of cell phones, texting, I-phone, chirping devices, palm pilots, Blackberry's, hand-helds, and any other electronic communication devices are strictly prohibited except for group engagement with class activities. However, personal computer laptop devices may be used in class only for the purposes of note-taking and or presentations. Additionally, students observed 'texting' in class will lose class participation points.

University Integrity & Academic Honesty - It is the student's responsibility to submit work that is his or her own. Student collaboration is acceptable for the purposes of group work, cooperative learning and or group presentations. If student work is any way the result of cheating, falsifying or plagiarizing from published or unpublished text, other students' work, internet or other; the student can be found in violation of the University's Academic Honesty Policy which can result in a documented written warning and failure for the course. *It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the Ram's Eye View, and the University website at www.wcupa.edu.*

Inclusive Learning Environment and Anti-Racist Statement

Diversity, equity, and inclusion are central to West Chester University's mission as reflected in our [Mission Statement](#), [Values Statement](#), [Vision Statement](#) and [Strategic Plan: Pathways to Student Success](#). We disavow racism and all actions that silence, threaten, or degrade historically marginalized groups in the U.S. We acknowledge that all members of this learning community may experience harm stemming from forms of oppression including but not limited

to classism, ableism, heterosexism, sexism, Islamophobia, anti-Semitism, and xenophobia, and recognize that these forms of oppression are compounded by racism.

Our core commitment as an institution of higher education shapes our expectation for behavior within this learning community, which represents diverse individual beliefs, backgrounds, and experiences. Courteous and respectful behavior, interactions, and responses are expected from all members of the University. We must work together to make this a safe and productive learning environment for everyone. Part of this work is recognizing how race and other aspects of who we are shape our beliefs and our experiences as individuals. It is not enough to condemn acts of racism. For real, sustainable change, we must stand together as a diverse coalition against racism and oppression of any form, anywhere, at any time.

Resources for education and action are available through WCU's [Office for Diversity, Equity, and Inclusion](#) (ODEI), DEI committees within departments or colleges, the student [ombudsperson](#), and centers on campus committed to doing this work (e.g., [Dowdy Multicultural Center](#), [Center for Women and Gender Equity](#), and the [Center for Trans and Queer Advocacy](#)). Guidance on how to report incidents of discrimination and harassment is available at the University's [Office of Diversity, Equity and Inclusion](#).

Students with Disabilities - If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd. In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations should contact them at 610-436-2433.

Reporting Incidents of Sexual Violence

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the University's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University Protection of Minors Policy.** Information regarding the

reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

<https://www.wcupa.edu/admin/diversityEquityInclusion/sexualMisconduct/default.aspx>

Emergency Preparedness - All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

Electronic Mail Policy - It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

Assignments & Final Grade Calculations

- Course Engagement and Community Contributions: (100 points – 10%)
(Class Participation, Online Posts & Group-Led Discussions)
- Readings and Topical Reflections: (200 points – 20%)
- Case Study, exploring classrooms, curriculum & community: CRT in practice (200 points – 20%)
- Culturally Responsive Teacher Toolkit and Action Plan (250 points – 25%)
- Culturally Responsive Teaching: Personal Evolution via Digital Storytelling (250 points – 25%)

Total - 100%

Please note that it's the Professor's professional and ethical observations of your class attendance, engagement (in class and online) and participation which "falls across" each one of the above grade categories. *Please note that un-weighted graded and assignments done for completion points will be recorded in D2L. However, it is the students; responsibility to keep track of missing assignments. Late or partial credit cannot be given at the students' discretion.*

Class Participation, Online Posts & Group-Led Discussions

Your full participation and willingness to share, open up and lead discussions related to course content, the text, case studies, outside readings and any areas related to special education is crucial in order for you to gain some meaningful educational benefit from the course. Additionally, in order to maintain ongoing communication, you will be expected to post reflective summaries to class Essential Questions (EQ's) online in D2L and comment on your peer's posts – THE PROFESSOR WILL LET YOU KNOW IN ADVANCE SINCE THIS IS A SHORT COURSE. Ongoing and continuous reflective discourse about course content provides depth and richness to learning. More so important is online posts allow for peer to peer dialogue about various topics. Lastly, in addition to individual class participation, each assigned group

will be required to lead discussions on assigned chapters to be shared and discussed with the class.

Please Note that ALL online posts are to be placed in the Discussion Thread of D2L as well as you peer responses. Missing assignments cannot be evaluated and therefore cannot be granted credit. It is the responsibility of the students' to make sure that posts are uploaded properly, as well as all assignments.

Group-Led Discussions (Formal)

Group Led Discussions are a focused and scholarly way for students to answer a specific set of questions connected to the chapter and engage the entire class in dialogue and even an activity that in some way enhances and broadens our understanding of the chapter to be discussed that session. Students are expected to utilize their teaching praxis and pedagogy and to fully engage the class as you will one day do with your own N-21 classroom students. **Due the Monday before each class you are expected to present in the D2L Drop Box by 11pm.** Only one person per group need submit for the entire group, but it is your responsibility to verify and all names should be on the title page, first page etc. You can do a PP or MS word formal page, index cards etc. But, the typed up answers should be drop boxed.

Major Assignments

- **Course Engagement and Community Contributions:** (100 points)
For each class session, you will need to have read the assigned readings &/or engaged with assigned media prior to class so that you may actively participate in critical and interactive discussions and class activities to engage with the course content. I expect you to be an active learner in this class, committed to the material, your own learning, and your colleagues.
- **Community Contributions:**
The content and structure of this course invites discussions about culture, equity, and personal beliefs about teaching and learning. Be mindful that, particularly in a course that engages issues of diversity and equity, not everyone will agree. Everyone has a unique perspective on the world based on our lived experiences and everyone will make important contributions to discussions and activities. I expect attentive listening and thoughtful consideration of others' ideas. Everyone's contributions are valued. Above all, please know that I will strive to create a safe classroom environment that is conducive to open, respectful dialogue and exceptional learning. (Due Dates in Modules)
Addresses: Distributive 1: 4d; PDE Competencies: IV:B, VI: E; CEC Standards: 1.1, 2.0, 7.0
- **Readings and Topical Reflections:** (200 points)
Reflections will give you the opportunity to demonstrate your understanding of the themes and topics as we progress in the course. Four times this semester you will turn in a written response addressing the course themes and assigned readings. This assignment will help you process the readings in an in-depth manner, connect the readings to the larger themes of the course, and contextualize the content to culturally responsive teaching practices. Submissions should be approximately 3 pages in length with one page dedicated to discussing a selected reading. (Due Dates in Modules)

Each reflection should address the following:

1. What seem to be the most important points and key concepts in the selected readings? (You will need to include key quotes that influence your thinking as well as brief definitions of new concepts and terms.)
2. What images would you associate with the reading and topic? You can choose to draw, build, or construct your images.
3. In what ways did the reading(s), weekly discussions and activities push your thinking on the course themes? With what ideas or concepts are you struggling?
4. Detail at least two possible applications to your future work as a special educator working with culturally and linguistically diverse students, families, and communities.
Addresses: Distributive 1: 4d, Diverse Communities 1: 1a; PDE Competencies: IV: C, D, VII: I & J; CEC Standards: 1.1, 1.2, 2.1 (Due Dates in Modules)

- Exploring classrooms, curriculum & community: CRT in practice (200 points)
The purpose of this assignment is to discover some of the ways in which culturally responsive practices are implemented in classrooms, curriculum, and communities. For this assignment you will conduct a classroom observation looking for evidence of CRT in practice, interview a special education teacher to identify their views on culturally responsive special education practices, and conduct a community walk/artifact search in the community in which a school is situated. Observation and interview protocols will be provided. (Due Dates in Modules)
Addresses: Distributive 2: 4d, Diverse Communities 1: 1a & 2b; PDE Competencies: I:B, IV: B & C; CEC Standards: 1.1 & 1.2, 2.0, 6.2, 6.3 & 6.5, 7.0
- Culturally Responsive Teacher Toolkit and Action Plan (250 points)
To help you prepare to enter the field of special education and successfully work with culturally and linguistically diverse learners, you will gather resources over the course of the semester, with the objective of building a toolkit to support your evolving work with respect to culturally responsive teaching practices. You may choose to do this in a binder, file system, or electronically. Your toolkit will be accompanied by an action plan in which you layout actionable steps you will take moving forward in your teacher preparation program and field placements to continue to build upon your knowledge, understanding, and emerging skills of culturally responsive teaching practices.
Addresses: Distributive 1: 4d, 2: 4d; PDE Competencies: I:B, IV: B & C, VI: B, C, & D, VII: A, E, I, & J; CEC Standards: 1.2, 2.0, 2.1, 5.7, 6.2, 6.3, 6.5
- Culturally Responsive Teaching: Personal Evolution via Digital Storytelling (250 points)
The purpose of this assignment is to provide you the opportunity to synthesize your learning on culturally responsive practices for special education and look towards future practice using the medium of digital storytelling. You will use the observational, interview, and artifact data you collected over the semester, as well as the course readings, assignments, and activities, to write a narrative that addresses your knowledge and understanding of culturally responsive teaching with respect to the learning objectives of the course. While the narrative will be based on your informed personal outlook, your work does have to reflect your understanding of the professional literature and include

references. You will use the medium of digital storytelling to bring this narrative to life. Examples will be provided in class as well as technology support. (Due Dates in Modules)

Addresses: Distributive 1: 4d, 2: 4d, Diverse Communities 1: 1a & 2b; PDE Competencies: I: B, IV: B & C; VI: B & D; CEC Standards: 1.1, 6.2, & 6.3; ISTE Standards: 3b, 5b, 6b-d, 7a

See Modules and Assignment Roster for all Revised Due Dates

Even though we are a face to face class, we will utilize technology as a part of our course. The modules in D2L possess activities and details about assignments and are located in the content section.

<i>Online Module in D2L</i>	<i>Topics & Learning Outcomes</i>
<p>Module 1</p> <p>January 24th to February 6th</p> <p><i>Key terms, concepts, goals and assumptions of multicultural education through a sociopolitical lens are investigated, situated and defined. Nieto and Bode use demographics representing the mosaic of U.S. schools and society and illustrate the change in population and the need for multicultural education for all children. They explore students' lives in U.S. schools by explicitly looking at racial, ethnic, and linguistic diversity while avoiding generalizations and stereotypes. Multicultural education is antiracist, basic education, important for all students, pervasive, education for social justice, a process, and critical pedagogy.</i></p> <p>Read Chapters 1 & 2.</p>	<p><i>Develop and understanding of:</i></p> <ul style="list-style-type: none"> a. <i>Identity, Difference, Power, and Privilege Are All Connected</i> b. <i>Multicultural Education Is Inclusive of Many Differences: Lenses of Race, Ethnicity, and Language</i> c. <i>Teachers Are Not the Villains</i> d. <i>Quality Public Education: A Cause Worth Fighting For</i> e. <i>Critical Pedagogy</i> f. <i>Some Examples: The Content of the Curriculum</i> g. <i>Critical Pedagogy in Action</i>
<p>Module 2</p> <p>February 7th to February 20st</p> <p><i>Students' Achievement explores issues of student achievement in relation to racism and discrimination in the United States. Racism, prejudice and discrimination are defined and practiced in schools through education, school policies and institutional power. Nieto and Bode provide several studies throughout the chapter that address issues of racism, sexism, classism, and other forms of discrimination in U.S. schools. We will also focus on classrooms and schools as</i></p>	<p><i>Develop and understanding of:</i></p> <ul style="list-style-type: none"> a. <i>Racism and Discrimination:</i> b. <i>Definitions and Dimensions</i> c. <i>Critical Race Theory and Other Frameworks</i> d. <i>Obstinacy of Conventional Norms</i> e. <i>Institutional Practices</i> f. <i>Individual and Institutional Dimensions of Racism and Discrimination</i> g. <i>The Systemic Nature of Discrimination, Economic, Political, and Social Power</i>

<p><i>places for true democracy. Nieto and Bode consider democracy, as theorized by Dewey and others, a liberatory practice. This conception of democratic teaching practices offers equitable opportunities for all students</i></p> <p>Read Chapters 3 & 4</p>	
<p>Module 3</p> <p>February 21st to March 6th</p> <p><i>Culture, Identity, and Learning explores the importance of affirming students’ culture and identity through education. Nieto and Bode define culture as, “the values, traditions, worldview and social and political relationships created, shared and transformed by a group of people bound together by a common history, geographic location, language, social class, religion or other shared identity” (p.137). We explore the history of linguistic diversity in the United States. In addition to including important laws and court cases, Nieto and Bode showcase current educational issues around EL instruction and implementations of bilingual education. Nieto and Bode demystify the sociopolitical climate that concurrently supports Emergent Bilinguals while passing English Only laws.</i></p> <p>Read Chapters 5-6.</p>	<p><i>Develop an Understanding of:</i></p> <ul style="list-style-type: none"> a. <i>Countering Color-Blind Classrooms</i> b. <i>Defining Culture</i> c. <i>Hybridity: Another Way of Understanding Culture</i> d. <i>Beyond Race and Ethnicity</i> e. <i>Influences of Culture on Learning</i> f. <i>Learning Styles, Preferences, Intelligences, and Power</i> g. <i>Power Differences</i> h. <i>Multiple Intelligences and Multicultural Education</i> i. <i>Communication and Pedagogy</i> j. <i>Cultural Discontinuities and School Achievement</i> k. <i>Language Diversity in U.S. Schools: A Brief History</i> l. <i>Language Diversity, the Courts, and the Law</i> m. <i>Linguistic Diversity and Learning</i> n. <i>Understanding Language in a Sociopolitical Context</i>
<p>Module 4</p> <p>March 7th to</p> <p>SPRING BREAK MARCH 14th to MARCH 20th</p> <p>March 20th</p> <p>Read Chapters 7 & 8.</p> <p><i>We explore school Achievement which begins by situating caring relationships, hope, and healing as a means of supporting the academic achievement of students often marginalized by schooling. What follows is a comprehensive</i></p>	<p><i>Develop an Understanding of:</i></p> <ul style="list-style-type: none"> a. <i>Pride and Conflict in Culture and Language</i> b. <i>Conflict and Ambivalence</i> c. <i>Self-Identification and Conflict</i> d. <i>Creating New Cultures</i> e. <i>Identity and Learning</i> f. <i>The Crucial Role of Family</i> g. <i>Teachers, Schools, and Caring</i>

<p><i>examination of theories and practices that provide insight into student success or underachievement. In Chapter Eight: Learning From Students, Nieto and Bode focus on the information gained from the students in the case studies. The students identified several themes related to success in U.S schools including: (a) a redefinition of success and achievement, (b) pride and conflict in culture and language (c) the key role of activities outside of academics in sustaining students; enthusiasm and motivation for school, and (d) the intertwined roles of family, community, and school in providing environments for success. Bode explores the application of multicultural education in curricular design. She uses three examples in the chapter rather than “cookie cutter” multicultural lesson plans. In doing so she honors the dynamic and contextual nature of multicultural education.</i></p>	
<p>Module 5 March 21st to April 3rd</p> <p><i>We explore possibilities of curricular adaptations through the experiences of students, families, communities, and social issues. This chapter includes multicultural curriculum developed by LGBTQ and Cambodian communities to promote social justice through “models of fierce hopefulness”. This module extends the understanding of student achievement through promising pedagogical practices of teachers and their relationships with students, the development of programs that are accessible to all students and a deeper understanding of familial strengths that offer support (although not always as schools might define support) and promote academic achievement in school.</i></p> <p>Read Chapter 9</p>	<p><i>Develop an Understanding of:</i></p> <ul style="list-style-type: none"> <i>a. Cambodia and the Cambodian American Experience</i> <i>b. Expanding Definitions of Family</i> <i>c. LGBTQ Literature: Expanding Topics for Inclusive High School Content</i>
<p>Module 6 April 4th to April 17th</p>	<p><i>Develop an Understanding of:</i></p> <ul style="list-style-type: none"> <i>a. Supports Beyond Academics</i>

<p><i>In Chapter Ten the responsibilities of teachers, schools and families are examined through a critical multicultural lens. This chapter extends the understanding of student achievement through promising pedagogical practices of teachers and their relationships with students, the development of programs that are accessible to all students and a deeper understanding of familial strengths that offer support (although not always as schools might define support) and promote academic achievement in school.</i></p> <p>Read Chapter 10</p>	<ul style="list-style-type: none"> <i>b. Creating Affirming Environments for Learning</i> <i>c. Expanding Definitions: What It Means To Be American</i> <i>d. Levels of Multicultural Education</i>
<p>Module 7</p> <p>April 18th to May 8th</p> <p><i>We will finalize case study assignments with final presentation schedule and Diversity Toolkit Action Plans.</i></p> <p>Note Module 7 is Approximately 3 weeks including Finals Week – There is NO FINAL EXAM)</p>	<p><i>Develop an Understanding of:</i></p> <ul style="list-style-type: none"> <i>a. Diversity in application</i> <i>b. Research methods for inclusion</i> <i>c. The core components of multicultural teacher education</i> <i>d. Diversity beyond the Disability</i>

*** Supplemental articles and other handouts will be provided for students in class and through email. Email will become an integral part of our course used for the dissemination of important information. You are responsible to contact your professor if you are missing emails or other related course materials.**

*** In addition to “class absence” policy mentioned here, in the event of an excused or even unplanned absence, you should develop rapport with a classmate in order to check for missed assignments and or other materials. Use the professor as a last resort when checking for minor assignments, and please follow the course outline.**