

6/1/2023 DATE

 REQUIRED COURSE
 ELECTIVE COURSE

 SSE _____ DIVISION _____
 NEW COURSE
 REVISION

Lake Land College

Course Information Form

COURSE NUMBER: EDU-210		TITLE: (30 Characters Max) Diversity in Schools and Societies		
SEM CR HRS: 3	Lecture: 3	Lab: 0	ECH: 3	
Course Level:	<input type="checkbox"/> Gen Ed / IAI <input checked="" type="checkbox"/> Baccalaureate /Non-IAI	<input type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit	Clinical Practicum: 0	SOE/ Internship: 0 SOE ECH: 0
COURSE PCS #	11 42.2806	IAI Code	Contact Hours (Minutes Per Week)	
Repeatable (Y/N): N	Pass/Fail (Y/N): N	Variable Credit (Y/N):	Min:	Max:
Prerequisites: EDU-100		16 Wks 150 8 wks 300		
Catalog Description: (40 Word Limit)	This course is a study of how schooling is shaped by and ought to respond to the social contexts in which it occurs, particularly in multicultural and global contexts.			

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Non-Clinical Internship/ SOE
Foundations of Multicultural Education	4			
Class	3			
Ethnicity and Race	3			
Gender	3			
Religion	3			
Language	3			
Age	3			
Exceptionality	4			
Education That is Multicultural	4			
Education in a Changing World	4			
Defining International Education	3			
The American Role in International Education	4			
Current Issues and a Look into the Future	4			
TOTAL	45	0	0	0

EVALUATION

QUIZZES <input checked="" type="checkbox"/>	EXAMS <input checked="" type="checkbox"/>	ORAL PRES <input checked="" type="checkbox"/>	PAPERS <input checked="" type="checkbox"/>
LAB WORK <input type="checkbox"/>	PROJECTS <input checked="" type="checkbox"/>	COMP FINAL <input type="checkbox"/>	OTHER <input checked="" type="checkbox"/>

COURSE MATERIALS

TITLE: Multicultural Education in a Pluralistic Society	
AUTHOR: Gollnick, D. & Chinn, P.	
PUBLISHER: Pearson, Merrill, Prentice Hall	
VOLUME/EDITION/URL: 9th	
COPYRIGHT DATE: 2013	

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		<i>The student will be able to:</i>
I. Foundations of Multicultural Education A. Diversity in the Classroom B. Culture 1. Characteristics of Culture 2. Manifestations of Culture 3. Ethnocentrism 4. Cultural Relativism C. Pluralism in Society 1. The Dominant Culture 2. Cultural Pluralism 3. Cultural Borders 4. Biculturalism and Multiculturalism 5. Microcultural Groups D. Equality and Social Justice in a Democracy 1. Individualism and Meritocracy 2. Equality 3. Social Justice	4	

<p>II. Class</p> <p>A. Class Structure</p> <p>B. Social Stratification</p> <p>C. Socioeconomic Status</p> <ol style="list-style-type: none"> 1. Income 2. Occupation 3. Education 4. Power <p>D. Class Differences</p> <ol style="list-style-type: none"> 1. The Underclass 2. The Working Class 3. The Middle Class 4. The Upper Middle Class 5. The Upper Class <p>E. Interaction of Class with Race and Ethnicity, Gender, and Age</p> <ol style="list-style-type: none"> 1. Race and Ethnic Inequality 2. Gender Inequality 3. Age Inequality <p>F. Educational Implications</p> <ol style="list-style-type: none"> 1. Teacher Expectations and Tracking 2. Curriculum for Equality 3. Financial Support for Schools 	3	
<p>III. Ethnicity and Race</p> <p>A. Ethnic and Racial Diversity</p> <p>B. Ethnic and Racial Groups</p> <ol style="list-style-type: none"> 1. Ethnic Groups 2. Racial Groups <p>C. Intergroup Relations</p> <ol style="list-style-type: none"> 1. Prejudice and Discrimination 2. Racism 3. Hate Groups <p>D. Racial and Ethnic Identity</p> <ol style="list-style-type: none"> 1. Degree of Ethnic and Racial Identity 2. Oppositional Identity <p>E. Educational Implications</p> <ol style="list-style-type: none"> 1. Acknowledging Ethnic Differences 2. Curriculum Approaches 3. Student Achievement and Assessment 4. Desegregation and Intergroup Relations 	3	
<p>IV. Gender</p> <p>A. Gender and Society</p> <p>B. Gender and Biology</p> <p>C. Gender and Culture</p> <p>D. Gender Identity</p> <ol style="list-style-type: none"> 1. Impact of Perceived Differences 2. Stereotyping of Gender Roles <p>E. Sexism and Gender Discrimination</p> <ol style="list-style-type: none"> 1. Jobs and Wages 2. Sexual Orientation 3. Sexual Harassment <p>F. Interaction of Gender with Ethnicity, Class, and Religion</p> <p>G. Educational Implications</p> <ol style="list-style-type: none"> 1. Women's Studies 2. Gender-Sensitive Education 3. Participation in Science, Mathematics, and Technology 4. Nondiscrimination and Title IX 	3	
<p>V. Religion</p> <p>A. Religion and Culture</p> <p>B. Religion as a Way of Life</p> <p>C. Religious Pluralism in the United States</p>		

<ul style="list-style-type: none"> C. Religious Pluralism in the United States D. Religion and Race E. Educational Implications <ul style="list-style-type: none"> 1. School Prayer 2. Tuition Tax Credits 3. School Vouchers 4. Censorship 5. Classroom Implications 6. Guidelines for Teaching about Religious 	3	
<ul style="list-style-type: none"> VI. Language A. Definitions and Distinctions B. Language and Culture <ul style="list-style-type: none"> 1. English as a Global Language: Fact or Fiction? 2. Languages in Society C. Language abilities D. The Nature of Language E. Language Differences <ul style="list-style-type: none"> 1. Sign Language 2. Bilingualism 3. Accents F. Dialect Differences <ul style="list-style-type: none"> 1. Dialects 2. Bi-dialecticism 3. Standard English 4. Perspectives on Black English 5. Dialects and Education G. Nonverbal communication H. Second Language Acquisition <ul style="list-style-type: none"> 1. Role of First Language in Second Language 2. Acquisition 3. Language Proficiency I. Official English (English Only) Controversy J. Educational Implications <ul style="list-style-type: none"> 1. Language and Educational Assessment 2. Bilingual Education 3. English as a Second Language 4. Nonverbal Communications in the Classroom 5. Analyzing ELL Classrooms for Learning 	3	
<ul style="list-style-type: none"> VII. Age A. Age and Culture B. Critical Issues in Childhood <ul style="list-style-type: none"> 1. Social Class and Poverty 2. Immigrant Children 3. Children, Ethnic Awareness, and Prejudice 4. Child Abuse C. Critical Issues in Adolescence <ul style="list-style-type: none"> 1. Relationship with Parents 2. At-Risk Youth and High-Risk Behavior 3. The Young African American Male: An Endangered Species D. Adulthood <ul style="list-style-type: none"> 1. The Baby Boomers 	4	
<ul style="list-style-type: none"> VIII. Exceptionality A. Students with Disabilities and Those Who Are Gifted and Talented B. Disproportionate Placements in Special Education <ul style="list-style-type: none"> 1. Litigation and Legislation 2. PARC v. the Commonwealth of Pennsylvania C. Exceptionality and Society D. Educational Implications <ul style="list-style-type: none"> 1. Communication Needs 2. Acceptance Needs 3. Freedom to Grow 4. Normalization 	4	

<p>IX. Education That is Multicultural</p> <p>A. Culturally Responsive Teaching</p> <ol style="list-style-type: none"> 1. High Teacher Expectations 2. Reflecting Culture in Academic Subjects 3. Multiple Perspectives 4. Student Voice 5. Student and Teacher Interactions 6. Student and Teacher Communications <p>B. Crossing Borders</p> <ol style="list-style-type: none"> 1. Race 2. Poverty <p>C. Teaching Urban, Rural, and Suburban Schools</p> <ol style="list-style-type: none"> 1. Rural Schools 2. Urban Schools 3. Suburban Schools <p>D. Teaching for Democracy and Social Justice</p> <ol style="list-style-type: none"> 1. Critical Thinking 2. Student Engagement <p>E. School Climate</p> <ol style="list-style-type: none"> 1. The Hidden Curriculum 2. Parent Involvement 	4	
<p>X. Education in a Changing World</p> <ol style="list-style-type: none"> A. The Need for International Education B. The Cold War and a Bipolar World C. The End of Imperialism and Decolonization D. Advent of the Nuclear Age E. New Economic Centers of Power F. Rapid Communication and Transportation G. Global Environment Issues H. End of the Cold War I. Continuing Conflict in the Middle East 	3	
<p>XI. Defining International Education</p> <ol style="list-style-type: none"> A. Realities in Tension: An Approach to Defining International Education B. The Educator's Search for International Understanding C. The Many Definitions of International Education D. A Stipulated Definition of International Education 	4	
<p>XII. The American Role in International Education: A Historical Perspective</p> <ol style="list-style-type: none"> A. The Insularity of American Education B. The United States on the World Scene C. Idealism and Realism: Two Views of International Relations 	4	
<p>XIII. Current Issues and a Look to the Future</p> <ol style="list-style-type: none"> A. Recent Events and National Security B. National-States and National Security C. Consciousness-raising Education D. Looking to the Future 	3	
Insert New Line Above this Line		
45		

COURSE OUTCOMES*	At the successful completion of this course, students will be able to:
	<ul style="list-style-type: none"> • Describe how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
	<ul style="list-style-type: none"> • Explore personal and cultural biases and differences that affect one's teaching and interactions with others • Demonstrate positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families
	<ul style="list-style-type: none"> • Understand how cultural and gender differences can affect communication in the classroom.
	<ul style="list-style-type: none"> • Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families • Develop strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world.

* Course Outcomes will be used in the Assessment Software for Outcomes Assessment. Limit to 3 - 5.