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		09-226	AP-8/18/09	App-9/15/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
ECED 117 Family, Community and School Relationships in a Diverse Society		
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>	
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision		
<u>Current program name</u>	<u>Proposed program name, if changing</u>	
4. Approvals		
Department Curriculum Committee Chair(s)	Mary Ann Handrich	Date 3/30/09
Department Chair(s)	George H. Bray	3/30/09
College Curriculum Committee Chair	Joseph Domaracki	4-27-09
College Dean	Mary Ann Raffeth	4-27-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:	Gail S Sedrist UWUCC Received	8-30-09

JUN 11 2009

Received

Liberal Studies

MAY 01 2009

Liberal Studies

Syllabus of Record

ECED 117

Family, Community, and School Relationships in a Diverse Society 2c-01-2cr

I. CATALOG DESCRIPTION

Develops a strong understanding and deep appreciation of the diversity among families, communities, and school cultures in the United States. Students will gain the ability to locate and develop curricular materials and teaching strategies appropriate to this country's diversity.

II. COURSE OUTCOMES

Students will:

1. Identify the major bases of diversity in the U.S., as well as their own cultural perspective. (*NAEYC 1,2,4a; INTASC 3,6,7, PDE IV B1-4, VB*)
2. Adapt teaching strategies, curricula, activities, and classroom structures to meet the needs of each and every child in ways that enhance learning and self-esteem. (*NAEYC 4a; INTASC 3,4, 5,7; PDE IV B3, V A, B*)
3. Describe the benefits and necessity of utilizing multicultural approaches for each and every student and be able to apply the principles, techniques, and concepts of multicultural approaches in any school setting to create an appropriate classroom environment. (*NAEYC 2,5 ; INTASC 3,4,5,7; PDE IV B3, V A,B*)
4. Identify and be able to employ a range of appropriate outreach skills for learning about and from their students, their students' families, and their students' communities and be able to integrate this knowledge into the development of effective teaching strategies in a variety of educational and care settings for learners from birth to middle school. (*NAEYC 2,5; INTASC 3,4,5,6,7; PDE IV A1, IVC1-8 VC*)
5. Identify the necessary components of successful parental and community involvement programs and the skills and predispositions necessary to sustain positive and continual involvement in a variety of settings from birth through middle school. (*NAEYC 2,5; INTASC 10; PDE IV c1-8, VC*)
6. Articulate the rudiments of second language acquisition theories and ways in which to apply these in working with English Language Learners. (*NAEYC 4a,4b, 4c,4d; INTASC 3; PDE ELL I A3, ELL I B1-6*)
7. Identify where and how to obtain multicultural resources for use in early childhood settings, as well as ways to link families to community resources. (*NAEYC 5; INTASC 4; PDE VC*)

III. DETAILED COURSE OUTLINE

WEEK	TOPICS	ASSIGNMENTS
Week 1	<p>Introductions to each other and the course Interview and dialogue format</p> <p>What do the terms diversity and multicultural education mean to you?</p> <p>Introduction of the "Home Culture Questionnaire"</p> <p>Discussion of article report assignments</p> <p>Formation of student teams and role assignments for literature circles</p>	<p>Chapters 1 & 2 in Tatum</p> <p>Article 1 in the reader</p> <p>Complete the Home Culture Questionnaire and be prepared to discuss</p> <p>Literature circle preparation</p>
Week 2	<p>Class discussion of Home Culture Questionnaire</p> <p>How have we been shaped by our experiences?</p> <p>Literature circles</p> <p>Tentative trip to Pittsburgh</p> <p>The "Big Ideas" of MCE: culture, diversity, school cultures, home cultures, dominant and subordinated cultures, the hidden curriculum, learning styles, etc.</p> <p>The main objectives of Multicultural Education</p>	<p>Chapter 3 in Tatum</p> <p>Article 2 in the reader</p> <p>Writing assignment: How do you expect schools to differ based on their locations in rural, suburban, or urban settings?</p> <p>Literature circle preparation</p>
Week 3	<p>Discussion of ethnic identity formation (including white identity)</p> <p>Film clip on young children discussing race</p> <p>The use of the culture concept in education: Cultural deprivation vs. cultural difference</p>	<p>Chapter 4 in Tatum</p> <p>Articles 3& 4 in the reader</p> <p>Literature circle preparation</p> <p>Begin work on Internet resource reports</p>
Week 4	<p>Panel discussion with urban educators</p> <p>Writing Assignment on First Impressions: What is the most startling learning about urban schools from our panel discussion?</p>	<p>Articles 5& 6 in the reader</p> <p>Literature circle preparation</p>
Week 5	<p>Learning Styles discussed in more depth</p> <p>Cultural Bridging Approaches: Involving family and community in your development of lessons and strategies</p> <p>School practices compatible with multicultural education</p> <p>Mid-term distributed: due in two weeks</p>	<p>Internet resource reports for presentation</p> <p>Prepare questions for teachers' panel</p>
Week 6	<p>Teachers' panel: This panel will be made up of successful teachers who are working with diverse student populations in a variety of settings</p> <p>Tentative trip to Pittsburgh</p>	<p>Readings: Articles 7& 8 in the reader</p> <p>Writing Assignment: What qualities, beliefs, and predispositions do you feel are most important for working effectively with diverse student populations?</p>

	<p>How do they involve families and use community resources?</p> <p>Literature circles</p> <p>Internet resource reports</p>	<p>Continue to work on mid-term</p>
Week 7	<p>Mid-term due</p> <p>Internet Resource presentations</p> <p>Literature circles</p> <p>Human Relations Approaches: Building a classroom community</p> <p>Teaching about stereotyping, prejudice, etc.</p> <p>Collaborative Learning Approaches</p>	<p>Chapter 5 in Tatum</p> <p>Articles 9 &10 in the reader</p> <p>Literature circle preparation</p> <p>First draft of Essay on Diversity and Teaching</p> <p>Prepare questions for the parents' panel</p>
Week 8	<p>Parents' panel: This panel will be made up of parents who represent under-served student populations</p> <p>Silent diversity – Alternative family structures</p> <p>Internet resource reports</p> <p>Literature circles</p>	<p>Articles 11 & 12 in the reader</p> <p>Writing Assignment: What are some strategies for making the school setting more welcoming and inviting for a variety of family involvement?</p>

Week 9	<p>Literature circles on readings</p> <p>Discussion of writing assignments to date: A reflective debriefing</p> <p>Critical Pedagogy Approaches: Empowering students</p> <p>Teachers as Change Agents: Forms of community involvement</p> <p>Video: Teacher</p>	<p>Chapter 6 in Tatum</p> <p>Readings 13 & 14 in the reader</p> <p>Literature circle preparation</p> <p>Essay on Diversity and Teaching due next class session</p>
Week 10	<p>Ethnic Identity formation in the early years</p> <p>The cultural competency continuum</p> <p>Literature circles</p>	<p>Articles 15 &16 in reader</p> <p>Essay on Diversity and Teaching due</p>
Week 11	<p>Language diversity in U.S. schools</p> <p>Second Language Learning Theories</p> <p>Accommodating English Language Learners</p> <p>Bilingual, Immersion, and ESL programs</p>	<p>Chapter 7 in Tatum</p> <p>Article 17 in the reader</p> <p>Literature circle preparations</p> <p>Prepare questions for the guest speaker</p>

	Non-standard English Turn in journals for feedback Turn in Essays on Diversity and Teaching for your e-portfolio	
Week 12	Guest speaker on ESL methods and materials Literature circles	Articles 18 & 19 in the reader Literature circle preparation
Week 13	Community resources: Tapping into people, institutions, and events The Power of School Funding in Communities: Case Studies	Remaining Literature circle presentations
Week 14	Presentation of Team Case Studies	
EXAM		

Student Outcomes Matrix

COE-ET Conceptual Framework	Course Objectives	NAEYC Standards	INTASC Standards	PDE Competencies	Course Assessment
Instruction, Classroom Environment, Planning and Preparation, Professionalism	1	1,2,4a	3,6,7	IV B1-4 V B	Mid-term exam, Literature Circles, Team Case Studies
Instruction, Classroom Environment, Planning and Preparation, Professionalism	2	4a	3,4,5,7	IV B3 V A, B	Essay on Diversity and Teaching, Team Case Studies
Instruction, Classroom Environment, Planning and Preparation, Professionalism	3	2,5	3,4,5,7	IV B3, V A, B	Internet Resource Reports Team Case Studies
Planning and Preparation, Professionalism	4	2,5	3,4,5,6,7	IV A1, IV C1-8, V C	Writing Assignments

Instruction, Classroom Environment, Professionalism	5	2,5	10	IV c1-8 VC	Literature Circles, Internet Resource Reports
Planning and Preparation, Professionalism	6	4a, b,c,d	3	ELL I A3, ELL I B1-6	Literature Circles, Internet Resource Reports
Professionalism	7	5	4	VC	Internet Resource Reports Writing Assignments

IV. EVALUATION

Class participation:

Discussions; equal participation
in team work; Positive dispositions 100 pts.

Team projects/presentations:

Literature Circles 50 pts.
Team Case studies 100 pts.

Writing Assignments: 50 pts.

Internet resource reports: 50 pts.

Essay on Diversity and Teaching 50 pts.

Mid-term exam: 100 pts.

Final Culminating Activity 100 pts.

Total 600 pts.

V. EXAMPLE GRADING SCALE

With 600 points representing 100%, the following scale will be used

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F

VII. REQUIRED READINGS

Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria? and other conversations about race*. New York: Basic Books. Available in the Co-op Store.

Family, Community, and School Relationships in a Diverse Society: A reader of selected articles (available at Copies Plus.)

VIII. SPECIAL REQUIRED RESOURCES

Support of bus transportation for two field trips to Pittsburgh

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**Course Analysis Questionnaire
ECED 117**

A. Details of the Course

A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

A2. This course is one of several courses being proposed within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic.

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include
EDUC 238 Multicultural Education Carleton College
SEM 4087 Experiencing Cultural Diversity in the US University of Missouri

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately qualified instructors in the PSE department.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. Two bus trips to Pittsburgh will be needed for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant.

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer at least 4 sections of this course each year as enrollment data dictate.

C6. Each section of this course will accommodate 25 to 30 students.

C7. No such recommendations are made.

C8. This is not a distance education course.

Section D: Miscellaneous

No additional information is required.