COURSE OUTLINE

Multicultural Education Course Title ED 280 Dept. & Course No.

I. COURSE DESCRIPTION:

This course is designed to introduce the major concepts, principles, theories and practices in multicultural education. It studies the definition, goals, and underlying concepts of multicultural education, with a portion of the class devoted to the exploration of the relationship of these concepts to Palauan and Micronesian cultures.

.II. SEMESTER CREDITS:

3

III. CONTACT HOURS PER WEEK:

3

Lecture

Lab

Total

IV PREREQUISITE: ED110

V. STUDENT LEARNING OUTCOMES:	VI. COURSE CONTENT:		
Upon completion of this course, the student will be a	ble with 65% accuracy to:		
1. Identify and explain the major issues that form	A. Foundations of Multicultural Education		
the basis of multicultural education.	1. Classroom Diversity		
	2. Culture		
	3. Equality & Social Justice		
	4. Multicultural Education		
2. Discuss how the various elements of class may	B. Class		
affect teaching/learning.	1. Class Structure		
	2. Social Stratification		
	3. Socioeconomic Status		
	4. Educational Implications		
3. Differentiate between ethnicity and race; discuss	C. Ethnicity and Race		
the causes/ impact of prejudice and discrimination.	1. Ethnic/Racial Diversity		
1 7	2. Intergroup Tensions		
	3. Educational Implications		
4. Explain the powerful influence of gender	D. Gender		
identity on teaching; discuss the ideal role a teacher	1. Gender and Society		
plays regarding this issue.	2. Gender and Biology		
	3. Gender and Culture		
	4. Gender Identity		
	5. Sexism and Discrimination		
	6. Educational Implications		
5. Discuss the various issues associated with	E. Exceptionality		
exceptionality, their impact on disabled as well as	1. Disproportionate Placement in Special Education		
nondisabled learners.	2. Microcultures		
	3. Normalization/Mainstreaming		
	4. Educational Implications		
6. Contrast the fundamentals of the major religions	F. Religion		
in Palau, and explain the potential influence	1. Religion and Culture		
religion has on teaching/learning.	2. Religion and a Way of Life		
	3. Religious Pluralism		
	4. Educational Implications		

7. Describe the nature of language; its relationship	G. Language
to culture; and the role that first language plays in	1. Language and Culture
second language acquisition and its potential	2. Nature of Language
impact on language development and proficiency.	3. 2 nd Language Acquisition
	4. Nonverbal Communication
	5. Educational Implications
8. Describe the concept of age and its relationship	H. Ageism
to culture including critical issues associated with	1. Age and Culture
age; and the contrasting roles age play between the	2. Critical Issues
western and Palauan/Micronesian cultures.	3. Western vs. Palauan/Micronesian Roles
	4. Educational Implications

VII. Equipment and Materials: May vary depending on the instructor.

- A. Routine Classroom Materials
- B. Laptop
- C. In-Focus Projector
- D. CDs
- E. Transparencies
- F. Guest Speaker

VIII. Text(s):

1-3

Required Text -

Gollnick, D. and Chinn, P. <u>Multicultural Education in a Pluralistic Society</u>. 9th <u>Edition</u>, Columbus, OH: Prentice Hall, 2013. ISBN: 13: 978-0-13-703509-0

- IX. Method of Instruction: May vary depending on the instructor.
 - A. Lecture
 - B. Discussion
 - C. Projects / Presentations
 - D. Interviews
 - E. Guest Speakers

X. Method of Evaluation:

A. Final Grades will be determined in the following manner:

1.	Class Participation	-	15%
2.	At least 2 summative assessments	_	30%
3.	At least 2 formative assessments	-	30%
4.	At least 1 authentic assessments	-	25%
			100%

B. The transmutation of percent to letter grade is as follows:

90 - 100	-	A
80 - 89	-	В
70 - 79	-	C
65 - 69	-	D
00 - 64	_	F

PALAU COMMUNITY COLLEGE ED280 - MULTICULTURAL EDUCATION COURSE LEARNING OUTCOMES

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

Rating Scale:

4 - Outstanding

3 - Proficient

2 - Developing

1 - Emerging

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CLO 1:	Students will be able to identify and define the major concepts, principles, theories, and practices in multicultural education.
4	Clearly and accurately identifies and defines the major concepts, principles, theories, and practices in multicultural education.
3	Identifies and defines the major concepts, principles, theories, and practices in multicultural education, however minor evidences of unclear and inaccurate interpretations is shown.
2	Identifies and defines major concepts, principles, theories, and practices in multicultural education making numerous errors and eliminating most important facts.
1	Unable to identify and define the major concepts, principles, theories, and practices in multicultural education.

CLO 2:	Students will be able to explain and compare multicultural educational concepts to Palauan and Micronesian cultural values of learning.
4	Clearly and accurately explains and compares multicultural educational concepts to Palauan and Micronesian cultural values of learning.
3	Explains and compares multicultural educational concepts to Palauan and Micronesian cultural values of learning, however minor evidences of unclear and inaccurate interpretations is shown.
2	Explains and compares multicultural educational concepts to Palauan and Micronesian cultural values of learning making numerous errors and eliminating most important facts.
1	Unable to explain and compare multicultural educational concepts to Palauan and Micronesian cultural values of learning.