Conceptual Framework Theme

The theme/purpose of the conceptual framework undergirding the Department of Education’s programs is: to produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)
- Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;
4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;
5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;
6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

**Required Texts**


Students are responsible for acquiring copies of the following materials:

- United Nation's Convention on the Rights of the Child (print a copy from the following web site:
  
  http://www1.umn.edu/humanrts/instree/k2crc.htm)


Additional readings will be assigned in class.

**General Course Description**

This course is designed to promote a comprehensive understanding of the role of multicultural education in excellent teaching practice in all school settings. Course topics include an overview of multicultural education, racism, discrimination, sociological status, school structure, culture and language, achievement and intelligence, learning about students, understanding school reform, and multicultural practice in schools. Course activities include discussion of readings, small and large group interactions related to weekly topics, and class workshops. It is anticipated that students taking this course will be prepared to embrace the responsibility of provision of equal education opportunities to all children and personal representation of the democratic goals of our nation in their role as educators and citizens in school and society.

**Student Learning Outcomes**

After successful completion of this course students will be able to:

1. articulate, orally and in writing, a proper/comprehensive understanding of meaning of cultural diversity in the United States and the world at large

2. demonstrate an understanding and appreciation of the significance of cultural diversity for the development of society in general and the United States in particular
3. identify and acquire appropriate multicultural resources (literature, journals, technology, music, art, curriculum guides, etc.) for use in preschool and elementary school classrooms.

4. choose appropriate teaching materials and methods of instruction to ensure that every child, irrespective of their differences, has an equal opportunity to succeed empower the students in their classroom to stand up against injustice perpetrated against them or members of their community.

Specific NCDPI/NCATE Standards & Indicators
(Core Standards and Indicators):
Standard 1: Teachers know the content they teach.
   Indicator 1: Teachers have a broad knowledge of content.

Standard 2: Teachers know how to teach students.
   Indicator 2: Teachers use a variety of methods to teach students.
   Indicator 4: Teachers are able to use communication skills to circumvent or manage conflict as it arises in the classroom.
   Indicator 6: Teachers plan instruction that is appropriate for the students they teach.

Diversity Standards and Indicators
Standard 2: Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and addresses these factors when making instructional decisions.
   Indicator 1: Teachers seek and apply good matches among instructional goals, methods, and materials, and students’ skills and abilities.
   Indicator 2: Teachers assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.
   Indicator 3: Teachers modify instruction and assessment to meet the needs of individual student.

Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.
   Indicator 1: Teachers develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities.
Indicator 2: Teachers recognize and value the family's role in education and offer them suggestions on how to help their children complete school-related tasks.

Indicator 3: Teachers make links with the learners' other environments on behalf of students, by working with in school personnel, and community professionals and 4 agencies.

Indicator 4: Teachers talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.

Indicator 2: Teachers provide opportunities for students and their families to share their diversities.

Indicator 3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4: Teachers provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Indicator 1: Teachers become strong advocates for educational equity.

Indicator 2: Teachers continually refine practices that address the individual needs of diverse learners.

Indicator 3: Teachers are proactive and deliberate in promoting and fostering respect among students.

Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

Indicator 1: Teachers identify own biases and reflect on them in terms of practice.

**Technology Standards and Indicators**

Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Indicator 1: Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Indicator 2: Teachers apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Indicator 3: Teachers identify and use technology resources that affirm diversity.

B-K Program Standards and Indicators

Standard 1: Birth-Kindergarten professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk. Birth-Kindergarten professionals:

Standard 8: Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.

Indicator 1: Create an environment that is reflective of the children in the classroom setting that honors diversity

Indicator 2: Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.

Indicator 3: Are sensitive to and meet the individual needs of children and families with differing backgrounds, i.e. linguistic, culture, geographic, ethnic, and socioeconomic.

Indicator 4: Are sensitive to, and meet the needs of children with different ability levels including those with disabilities and their families.

Standard 9: Birth-Kindergarten professionals demonstrate respectful, reciprocal relationships with families and communities

Indicator 3: Respect diverse cultural values and family structures.

Indicator 4: Communicate effectively with families from diverse backgrounds.

Assignments

Overview. "It takes a village to raise a child." Most of us are familiar with this old African proverb and most of us realize that our villages, whatever and wherever they happen to be, are now part of a larger, global community. Early childhood professionals belong to a community of practice that includes a variety of practitioners and parents from all over the world, all of who have at least one major characteristic in common—we all work to benefit our world's youngest citizens. There are many beliefs about how to achieve healthy growth, development and learning outcomes for our young children; most of these beliefs are deeply rooted in culture and tradition. The U.S. based National Association for the Education of Young Children (NAEYC) defines one such way of achieving this goal in a position statement that outlines "developmentally appropriate practices" (DAP) with young children, birth to age eight, first published in 1987 and then revised in 1997. This philosophy of
practice influences early childhood beliefs and practices across the world. But should it? Is it "appropriate" for all children and all cultures?

Some early childhood scholars, both within and outside the U.S. are troubled by what they see as the uncritical adoption of Western ideas of recommended practice in the care and education of young children by other cultures and nations. In this class, EBK 385, we will reflect upon the issue of whether developmentally appropriate practices (DAP) is culturally appropriate, and consider which aspects of the philosophy can or should be translated into practice in other parts of the world and which DAP principles are universals. We will also engage in dialogue about how best to prepare future teachers to develop philosophies of practice that are both appropriate for young children and true to their own cultural values and norms.

Items to be assessed to arrive at the course grades are presented in the two sections A and B below from which students will make their choices as indicated.

Section A (All items are required of each student)
1. The Department of Education’s Conceptual Framework. Students are expected to succinctly explain the conceptual framework with particular reference to diversity and how to motivate diverse students to succeed. (Standards: Core 1.2, 1.4, 2.1, 2.3, 4.1. Diversity. 2.1, 2.2, 3.1, 3.2.).

2. Multicultural Scenarios: Each student will develop three (3) scenarios each dealing with an aspect of cultural diversity (race/ethnicity, gender, sexual orientation, religion, disability, Exceptionality, national origin, geographic area, and socioeconomic status). A format for writing the scenario is given in the Appendix. (Standards: Same as above).

3. Book review: A critical review of 2 selected books or other resource materials for their appropriateness for use in the classroom to address matters related to diversity, multicultural/global education. (Standards: Same as above).

4. One-hour Exams: There will be 3 one-hour formative evaluation exams covering salient points in the course. (Standards: Same as above).

5. Attendance and class participation (in class, Discussion Board, and Chat Sessions).
Section B (Choose any one of the three items))

1. **Examining Principles of Child Development and Learning that Inform DAP.** Students will be assigned to a small working group of 2-3 members for an ongoing in-class activity in which they will examine one of the twelve DAP principles (from Bredekamp & Copple, 1997). Each group will address: (1) What research evidence supports this principle and how strong is it? (2) Is there evidence that this principle can be applied universally to all children from all cultures?

   Students will collect information about their assigned principle, annotate it briefly, and share it with class participants.

Twelve DAP Principles

i) **Domains of children's development - physical, social, emotional, and cognitive** are closely related. Development in one domain influences and is influenced by development in other domains.

ii) **Development occurs in a relatively orderly sequence,** with later abilities, skills, and knowledge building on those already acquired.

iii) **Development proceeds at varying rates from child to child** as well as unevenly within different areas of each child's functioning.

iv) **Early experiences** have both cumulative and delayed effects on individual children's development. Optimal periods exist for certain types of development and learning.

v) **Development proceeds in predictable directions toward greater complexity, organization, and internalization.**

vi) **Development and learning** occur in and are influenced by multiple social and cultural contexts.

vii) **Children are active learners,** drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them.

viii) **Development and learning result from interaction of biological maturation I. and the environment,** which includes both the physical and social worlds that children live in.
ix) Play is an important vehicle for children's social, emotional, and cognitive development, as well as a reflection of their development.

x) Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.

xi) Children demonstrate different modes of knowing and learning and different ways of representing what they know.

xii) Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

2 Research Project: A project that will explore the perspectives/worldviews of students on critically issues facing people around the world (E.g., racism, poverty, war, sexism, discrimination against persons with disabilities, of different sexual orientation, religion, etc.). Children ages 6-12 will be preferred. (Standards: Core: 1.1, 1.2, 1.4, 1.6; Diversity: 2.1, 2.2, 3.1., 3.2, 5.1, 5.2; Technology: 2.1)
This may be a group (no more than 3 members in a group) or individual project. A sample questionnaire will be provided for data collection.

3. Facility Evaluation: An evaluation of an early childhood facility to determine its effectiveness in providing sound multicultural education experiences for its students. This may also be a group or individual project as in the case of the Research Project.

Reflective Journal. Each participant is required to keep a reflective journal of this semester’s experience. This journal should include your reactions to the in-class experiences as well as readings and other experiences, and should demonstrate to the reader that you have given serious thought to the issues discussed in class. {Standards: Same as in (3) above}

Library Component: The librarian in the Curriculum and Materials Center (CMC) will make a presentation to the class to help students with library skills. The presentation will include:

- How to write, using the APA style (Publication Manual of the American Psychological Association, 6th Ed.)
- How to search databases to locate sources
- How to locate sources in the Curriculum Materials Center
- Printout of Web sites that provide tips on writing research papers
- Tips on how to use Microsoft Word.
To provide feedback on this library component, students will be asked to complete an evaluation form.
(Standards: 11.0, 2.6, 2.8, 6.4, 7.2, 7.3, 9.0, 12.C.1)

*This is a hybrid class. It will be taught on a 70% to 30% online and face-to-face delivery format, respectively.

**Schedule of Activities**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Jan. 15 - 25</td>
<td>Introduction to the course and housekeeping tasks; Understanding multicultural concepts (see list of concepts). The Department of Education Conceptual Framework.</td>
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<td></td>
<td>Assignments to be announced. Check Blackboard,</td>
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<tr>
<td>Jan 26 – Feb. 1</td>
<td>Reflection on Dr. Martin Luther King’s life and work/his “I Have a Dream” Speech. <strong>Exam #.1</strong> Last day to add/drop a course without “W” is <strong>Jan. 26.</strong></td>
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<tr>
<td>Feb. 2 – 8.</td>
<td>Black History Month – origin, meaning and significance. Anti-bias curriculum (Derman-Sparks, Chapter 1 and Video)</td>
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<td></td>
<td>Creating an anti-bias environment; Beginning working with 2-year olds; (Derman-Sparks Chapters 2 &amp; 3). <strong>Exam #.2</strong></td>
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<tr>
<td></td>
<td><strong>Assignment:</strong> Identify a school and participants for the research project. <strong>Group discussion date in this regard will be announced.</strong></td>
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<tr>
<td></td>
<td><strong>Academic advising 16 – 20.</strong></td>
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<tr>
<td>Feb 23 – March 1.</td>
<td><strong>Scenario Presentation.</strong> (In class – face to face). <strong>Assignment:</strong> Work on Book Analysis</td>
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March 2 – 8; 9 – 15. Current issues in multicultural and global education; State of the world’s children; Human Rights and Rights of the Child. Scenario Presentation. Exam #.3. Research Project – Preliminary/Progress Report Learning about racial differences and similarities; Learning about disabilities; (Derman-Sparks, Chs. 4 & 5; Chapters 6-11)

March 16 – 22 Update on the Research Project Assignment: Work on book analyses

March 30 – April 5 Exam #.4; Diversity issues Last day to withdraw from course is March 27 (Grade of “W” applies)

April 6 – 9 Presentation of Book Analyses

April 10 – 19 Easter and Spring Break


May 4 – 10 Final Exams for Non-Grads (May 4 – 10)

May 8 End of Semester Grades for Non-Grads due May 12.

Course Evaluation

Attendance and class participation are required and essential to this course. No make-up work is accepted unless the student presents a University excuse within a week of the missed assignment. Absences lower the final grade. Points will be deducted for late arrivals and/or early departures.
However, we will follow the University attendance policy.

Grading will be on a 100-point scale: 100-90 = A (Target); 89-80 = B (Acceptable); 79-70 = C (Acceptable); 69-60 = D (Unacceptable); Below 60 = F (unacceptable).

Common rubrics to assess performance on assignments will be used. Performance at target, acceptable, and unacceptable levels will be assessed for the case study, field experience, and professional dispositions. These rubrics are part of this syllabus and will be issued under separate cover.

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Extraordinary work in every way shows complete understanding of assignment and thoroughly meets all expectations of assignment. Presentation is creative and shows a depth of understanding and reflection upon the content of the assignment. Work is clearly written and fulfills requirements of assignment. Mains points of assignment are addressed in a complete and clear manner.</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Very good work, demonstrates above average performance and understanding of material and meets all requirements of assignment.</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Good work meets most of the requirements of assignment: presentation needs work, some parts of assignment not acceptable, may lack clarity or organization, or have problems with grammar, punctuation, and/or spelling.</td>
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<tr>
<td>D</td>
<td>60-69%</td>
<td>Very Poor work. Meets few requirements of assignment. Presentation is poor, unclear. Unacceptable.</td>
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Grading and Weights

- Formative Exams (20%)
- Full participation in in-class activities & evidence of reading outside of class (20%)

Please note that readings will be assigned on a weekly basis and students are expected to come to class fully prepared to engage in discussion or activity related to the readings.

- Research Project (20%)
- Textbook Analysis for Multicultural Content and Method (15%)
- Multicultural Workshop/Fair (25%)

Bibliography


NAEYC Position Statement: Early Childhood Teacher Certification (Note: Although this statement is included in the course packet, all of NAEYC's position statements may be found at: http://www.naeyc.org/resources/position_)


**Classroom Rules/Expectations**

**Plagiarism:** The University has very clear and strict guidelines for what constitutes plagiarism. We will spend time in class discussing appropriate ways to document the sources used in your assignments.

**Late Assignments:** Assignments are expected to completed and handed on the scheduled due dates. Late assignments will be accepted but five (5) I points will be deducted for each day an assignment is late. All written assignments are to be typed, double-spaced, with pages numbered and stapled together. Please do not put papers in any type of folder or binder.
Attendance: As noted above, students are expected to attend class. If you are unable to attend class, please notify me before class. This can be done either by email or phone. Absences will affect your final grade.

Make-up Tests/Assignments: A missed test will count as zero. An opportunity to make up for a missed test/assignment will be given in extreme cases where a student is unable to turn in an assignment or appear for a test because of a reason(s) beyond his/her control.

Student Classroom Decorum Expectations

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as noncontributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.

Special Accommodation: Equal educational opportunity is provided to students with special needs due to disability. Please notify the instructor if reasonable accommodation is needed to meet the requirements of this course.