

**Northern Marianas College**  
**CURRICULUM ACTION REQUEST**

**Effective Semester/Session:** Fall 2011

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number:** ED 282

**Course Title:** Multicultural Foundations

**Reason for initiating, revising, or cancelling:**

This course guide has been updated to reflect changes in current educational practices in the course activities and design, instructional goals, student learning outcomes, and assessment measures; changing the required textbook; changing the degree requirements met by the course to "Bachelor of Science degree in Elementary Education with a concentration in Elementary Education, Special Education, Early Childhood Education, or Rehabilitation and Human Services"; and including ED 211 as a prerequisite course.

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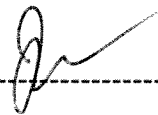
  
Charlotte Cepeda

4/6/11

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Proposer

Date

Dr. Joe Peters



4/6/11

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Department Chair

Date

  
Barbara K. Merfalen

4.7.11

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Dean of Academic Programs and Services

Date

# Northern Marianas College

## Course Guide

Course: ED 282 Multicultural Foundations

### 1. Department

School of Education

### 2. Purpose

It is sometimes difficult to comprehend the rapidity and complexity of change that has occurred in relation to human diversity and the classroom. This course seeks to address the preparation of teachers for the wide diversity of students they encounter in the classroom, schools and community. As the world continues to evolve, teachers need to provide their students with a foundation that will assist them to better understand the complex nature of their world while developing the skills that enable them to be proactive in an increasingly interdependent global society.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

Required:

DomNwachukwu, Chinaka Samuel. *An Introduction to Multicultural Education: From Theory to Practice*. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2010.

#### B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:**
3. **Other:**

#### C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

#### D. Catalogue Course Description

This course introduces teachers-in-training to the educational aspects of teaching in a multicultural classroom environment. This course provides an overview of the historical foundations, relevant theories, and social and political aspects that have influenced education in the CNMI. In addition to informing teachers-in-training about the laws that impact education in the CNMI, this course endeavors to create awareness, respect, and appreciation of the various cultures in the CNMI, as well as to enhance the teacher-in-training's understanding of the influence that culture has on the educational process and of cultural influences on behavior as they relate to the educational

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process. This course endeavors to create awareness of patterns of thinking and behavior that contribute to stereotyping, prejudices, and difficulties in intercultural contact. Prerequisite: Completion of ED 211 with a grade of "C" or higher. English Placement Level: EN 202. Math Placement Level: None. (Offered Fall and Spring)

### **E. Degree or Certificate Requirements Met by Course**

This is a required course for all Education majors including those in the specialized concentrations of Elementary Education, Early Childhood Education, Special Education, and Rehabilitation and Human Services.

### **F. Course Activities and Design**

This course is designed to incorporate lectures, demonstrations, teachbacks and class discussions. Students will create projects, lesson plans, unit plans, and a self-authored book and are expected to actively participate in all activities. Performance-based skills from the readings, demonstrations and assignments will be evaluated by the instructor by use of rubrics. Other class members will help to assist peers during classroom critiques.

### **4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisites: Completion of ED 211 with a grade of "C" or better.  
English Placement Level: EN 202.  
Math Placement Level: None.

### **5. Estimated Cost of Course; Instructional Resources Needed**

Cost to Student: Tuition for a three-credit course, cost of the textbook, and the student activities fee.

Cost to the College: Salary of instructor, use of technological equipment, photocopying.

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## 6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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### 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the materials will be presented.

- 1.0 Foundations for Multicultural Teaching
  - 1.1 Education in a Changing Society
  - 1.2 Multicultural Education: Historical and Theoretical Perspectives
  - 1.3 Culture and the Culture-Learning Process
  - 1.4 Classrooms and Schools as a Cultural Crossroad
  - 1.5 Intercultural Development: Considering the Growth of Self and Students
  
- 2.0 Multicultural Teaching in Action
  - 2.1 Creating Classrooms that Address Race and Ethnicity
  - 2.2 The Classroom as a Global Community: Nationality and Region
  - 2.3 Developing Learning Communities: Language and Learning Style
  - 2.4 Religious Pluralism in Secular Classrooms
  - 2.5 Developing a Collaborative Classroom: Gender and Sexual Orientation
  - 2.6 Creating Developmentally Appropriate Classrooms: The Importance of Age and Developmental Status
  - 2.7 Creating Inclusive Classrooms: The Ability/Disability Continuum and the Health Dimension
  - 2.8 The Role of Social Class and Social Status in Teaching and Learning
  - 2.9 Assessing Progress: The Quest to Improve Schools for All Children
  
- 3.0 Standards-based Planning and Teaching in a Multicultural Classroom
  - 3.1 Considering the seven-step lesson plan and vital elements needed to plan a multicultural lesson
  - 3.2 Define social action objective
  - 3.3 Creating a social action project as a culminating event

### 8. Instructional Goals

This course will introduce students to:

- 1.0 Foundations for Multicultural Teaching;
- 2.0 Education in a Changing Society;

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- 3.0 Multicultural education: Historical and Theoretical Perspectives;
- 4.0 Culture and the Culture-Learning Process;
- 5.0 Classrooms and Schools as Cultural Crossroads;
- 6.0 Intercultural Development: Considering the Growth of Self and Students;
- 7.0 Multicultural Teaching in Action;
- 8.0 Creating Classrooms that Address Race and Ethnicity;
- 9.0 The Classroom as a Global Community: Nationality and Region;
- 10.0 Developing learning Communities: Language and learning Style;
- 11.0 Religious Pluralism in Secular Classrooms;
- 12.0 Developing a Collaborative Classroom: Gender and Sexual Orientation
- 13.0 Creating Developmentally Appropriate Classrooms: The Importance of Age and Developmental Status;
- 14.0 Creating Inclusive Classrooms: The Ability/Disability Continuum and the Health Dimension;
- 15.0 The Role of Social Class and Social Status in Teaching and Learning;
- 16.0 Assessing Progress: The Quest to Improve Schools for All Children and;
- 17.0 Planning and Teaching Standards-based lessons in the Multicultural Classrooms.

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### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Explain the Foundations for Multicultural Teaching;
- 2.0 Discuss Education in a Changing Society;
- 3.0 Discuss Multicultural education: Historical and Theoretical Perspectives;
- 4.0 Compare Culture and the Culture-Learning Process;
- 5.0 Explain Classrooms and Schools as Cultural Crossroads;
- 6.0 Describe Intercultural Development;
- 7.0 Summarize Multicultural Teaching in Action;
- 8.0 Describe how to Create Classrooms that Address Race and Ethnicity;
- 9.0 Describe The Classroom as a Global Community;
- 10.0 Analyze learning Communities;
- 11.0 Describe Religious Pluralism in Secular Classrooms;
- 12.0 Develop a Collaborative Classroom;
- 13.0 Describe how to Create Developmentally Appropriate Classrooms;
- 14.0 Describe how to Create Inclusive Classrooms;
- 15.0 Explain the Role of Social Class and Social Status in Teaching and Learning;
- 16.0 Discuss how to Assess Progress: The Quest to Improve Schools for All Children; and
- 17.0 Discuss the Need to Plan and Teach Standards-based Lessons in Multicultural Classrooms.

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## 10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Attendance and class participation;
- 2.0 Reflective writings;
- 3.0 Homework assignments;
- 4.0 Group presentations;
- 5.0 Article critiques;
- 6.0 Cultural autobiography;
- 7.0 Cultural movie or book review;
- 8.0 Interview with a CNMI Teacher;
- 9.0 Group chapter teachbacks;
- 10.0 Rubrics;
- 11.0 Portfolio;
- 12.0 Chapter study guides;
- 13.0 A midterm exam; and
- 14.0 A final exam.