I. Course Description
An intensive study of the cognitive development and socialization of young children from diverse cultures, with consideration of ethnicity, gender, social-emotional background, special needs and the manner in which these issues affect their development and learning.

II. Rationale
“I think if we’re going to have people participate as citizens in a democratic society, they have to have the skills and knowledge and the racial attitudes needed to work with people from diverse groups. I think the teacher should make sure that whenever any issue is covered, there are several perspectives. … if you deal with several and change the perspectives when you teach about an issue, you will cover a range of perspectives over time.”
Dr. James Banks in an interview in NEA Today

III. Course Objectives/Learning Outcomes
This course is designed to enable students to:

A. discuss the social foundations and theory of multiculturalism
B. discuss the components of an anti-bias curriculum, its implementation, and
C. discuss and critique diversity techniques for the
D. discuss family involvement from a multicultural perspective
E. plan for the advocacy of ALL children
F. synthesize the components of multicultural education and its relationship to the lives of young children

IV. Course Topics
The major topics to be considered are:
A. advocacy for all children
B. caring-centered multicultural education
C. multicultural issues of importance in education
D. multicultural education
E. meeting the needs of diverse populations

V. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; value clarifications)
C. Field Experiences (field trip)

VI. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods
   1. Examination = 100 points
   2. Cultural autobiography = 15 points
   3. Cultural interview = 50 points
   4. Cultural growth plan = 100 points
   5. Reaction papers = 20 points total
   6. On all assignments, points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and untyped assignments.

B. Grading Scale
   
   100%-92% = A
   91%-82% = B
   81%-72% = C

VII. Course Schedule and Policies

See attached course schedule. Dates may be changed at the discretion of the professor. (This will be attached and updated each semester)

B. Class Policies
   1. According to the TAMU-CC catalog, attendance is expected. Due to the interactive nature of this class, excessive absences will result in lowering of the student’s final grade ten percentage points. As is customary, ONE absence will be granted. If a student misses more than two class meetings, they should make an appointment with the professor.
   2. Students are expected to be prompt.
   3. Any student entering the classroom after the first 10 minutes of class will be counted absent unless the tardiness is deemed appropriate by the professor.
   4. Any student missing an exam on the date scheduled may take a make-up exam during the final exam time.
5. Points will be deducted for mechanical errors, spelling errors, and untyped papers.
6. Late assignments will be accepted for one half credit.
7. A maximum of 10 bonus points may be earned for professor approved activities.
8. Behaviors that infringe on the rights of another individual will not be tolerated. Student must be respectful of one another! In other words, set your cell phone to vibrate or ‘off’ and no emailing or text messaging will be tolerated. While discussion and exchange of ideas is encourage, rudeness and demeaning comments will not be allowed. In addition, visiting with others during lecture or during a presentation is unacceptable. If you cannot abide by these classroom rules you will be asked to leave.

VIII. Textbook
The textbook adopted for this course is:


IX. EC-6 Competencies, Curricular Topics Covered, & State Adopted Proficiencies Covered in ECED 5337

<table>
<thead>
<tr>
<th>Course</th>
<th>EC-6 Competencies</th>
<th>Curricular Topics</th>
<th>State Adopted Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5337</td>
<td>001; 002; 004; 005; 006; 008; 011; 012; 013</td>
<td>Code of Ethics; Child Development; Learning Theories; Curriculum Development and Lesson Planning; Classroom Management; Special Populations; Parent Conferencing and Communication Skills; Pedagogy/Instructional Strategies; Differentiated Instruction</td>
<td>Learner-Centered Knowledge; Learner-Centered Instruction Equity and Excellence for All Learners; Learner Centered Communication; Learner-Centered Professional Development</td>
</tr>
</tbody>
</table>

X. Bibliography
The knowledge bases that support course content and procedures include:


XI. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.