Education 699
Global Partnerships for Fostering Cultural Pluralism

COURSE INFORMATION:
Credit hours: Three hours (3)

COURSE DESCRIPTION:
A cultural partnership course offered as an enhancement to increase awareness, knowledge, understanding and appreciation of cultural pluralism. Learning experiences will address the multicultural and diversity needs of advanced candidates in teacher education.

RECOMMENDED TEXTS:
To be determined by the instructor.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CONCEPTUAL FRAMEWORK

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified critical components of The Effective Educator as supported via the college’s conceptual framework. The COEHD’s Conceptual Framework provides direction for the development of effective professionals and, serves as a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).

COURSE OBJECTIVES:
1. Demonstrate knowledge, skills, and dispositions of a culturally responsive teacher (D, KL, SM)
2. understand and use knowledge of diversity within the community, both locally and globally (KL, D)
3. interact with diverse populations through various experiential learning opportunities and assignments (KL, SM, D, T)
4. contribute to developing equitable learning communities that enhance student learning and demonstrate respect for individual differences (KL, PS, D)
ASSESSMENT:
The instruments and/or processes that will be used to assess performance include the following: pre/post cultural pluralism surveys, interview, reflection of service-learning experiences as related to diversity standards, self-assessment, observation, and cultural-immersion written examination (i.e. reflection paper). Advanced candidates will select one or more course artifacts with an accompanying reflection to submit for inclusion in the candidates developing portfolio documents.

WRITING STYLE
Written work in this course must be completed in APA style.

KNOWLEDGE BASE:


