DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Multicultural Education of Children: Teaching Children From Around the World.
COURSE NUMBER: CHLD-0150
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC- "issued email accounts are the official means for electronically communicating with our students."

PREREQUISITS: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course assists early childhood educators to confirm and celebrate each child’s cultural heritage. The increasing diverse nature of American culture and the importance of understanding, sharing, and validating cultural roots are examined. Each student is given the opportunity to explore their personal cultural heritage and analyze the impact that heritage may have on the approach to the early childhood education curriculum.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. What is Multicultural Education?
   A. Definition
   B. Fundamental of Multicultural Education
   C. Goals and Principles of Multicultural Education
   D. World Views: Dominant Cultures
   E. Historical Milestones and Legal Precedents of Multicultural Education
   F. Effective Multicultural Educators
   G. Controversial Issues in Multicultural Education.

II. Knowing and Serving the Human Family:
   A. Definition: Family
   B. Serving Families
   C. Rights of Individuals and Families
   D. Federal Laws, State and Local Laws
   E. Strengths of Families
   F. Systems for Knowing Families
   G. Philosophy of Empowering Families

III. Ethnic Diversity Among American Families
   A. African-American Families
   B. Hispanic-American Families
   C. Asian-American Families
   D. Arab-American Families
   E. Native American Indian Families
   F. Amish-American Families
   G. Caribbean Cultures

IV. Teaching and Learning in a Diverse Society
   A. Remembering Goals
   B. Planning and Implementing a Multicultural Curriculum
   C. The Multicultural Education Unit
   D. Extending the Multicultural Education Curriculum

V. How Do We Teach for Tomorrow?
   A. Implementing Multicultural Education
   B. Professionally Trained Educators
   C. Comprehensive Multicultural Education Program Planning
   D. Commitment to Professionalism

VI. Resources
   A. Community Resources: Education/Training
   B. State
   C. National
EXPECTED LEARNER OUTCOMES:

A. The student will be able to describe the fundamentals and principles of multicultural education.
B. The student will be able to provide various opportunities to appreciate children’s families as part of the early care and education of young children.
C. The student will be able to demonstrate respectful, responsive acceptance for ethnically diverse children and families among American Families.
D. The student will be able to use information about family’s culture, religion, and child-rearing practices in curriculum offered at the early care and education center.
E. The student will be able to maintain a commitment to professionalism as an advocate for individual children and their families.
F. The student will be able to practice self-assessment and pursue information necessary to be effective through a variety of resources: Education/training professional association memberships, books and materials, and networking with other professionals.

COURSE COMPETENCIES:

The student will be able to describe fundamentals and principles of multicultural education.

1. The student will be able to define multicultural education.
2. The student will be able to explain the fundamentals of multicultural education.
3. The student will be able to list several goals and principles of multicultural education.
4. The student will be able to list several cultural perspectives.
5. The student will be able to list several historical milestones and legal precedents of multicultural education.
6. The student will be able to list several characteristics of effective multicultural educators.
7. The student will be able to discuss controversial issues in multicultural education.

The student will be able to provide various opportunities to appreciate children’s families as part of the early care and education of young children.

8. The student will be able to discuss the definition of human family.
9. The student will be able to list ways to serve families.
10. The student will be able to describe rights of individuals and families.
11. The student will be able to list several Federal laws, State and Local laws.
12. The student will be able to discuss strengths of families.
13. The student will be able to describe systems for knowing families.
14. The student will be able to explain his/her philosophy of empowering families.

The student will be able to demonstrate responsive, respectful acceptance for ethnically diverse children and families among American families.

15. The student will be able to be a positive role model for African-American children.
16. The student will be able to be a positive role model for Hispanic-American children.
17. The student will be able to be a positive role model for Asian-American children.
18. The student will be able to be a positive role model for Arab-American children.
19. The student will be able to be a positive role model for Native-American children.
20. The student will be able to be a positive role model for Amish-American children.
21. The student will be able to be a positive role model for Caribbean cultures’ American children.

_The student will be able to use information about family’s culture, religion, and child-rearing practices in the curriculum offered at the early care and education center._

22. The student will be able to discuss the goals of building a multicultural education curriculum.
23. The student will be able to plan and implement a multicultural education curriculum.
24. The student will be able to develop a multicultural education unit.
25. The student will be able to assess extending the multicultural education curriculum.

_The student will be able to maintain a personal and professional commitment to professionalism as an advocate for individual children and their families._

26. The student will be able to explain his/her plan for implementing multicultural education.
27. The student will be able to pursue his/her teaching and learning to become a professional.
28. The student will be able to plan a comprehensive multicultural education program for the future.
29. The student will be able to pursue commitment to professionalism.

_The student will be able to practice self-assessment and pursue information necessary to be effective through a variety of resources._

30. The student will be able to compile a resource file of community services/resources for education and training.
31. The student will be able to compile resources of state services.
32. The student will be able to compile information and resources of national services.

**ASSESSMENT OF LEARNER OUTCOMES:**
Attendance, Class Participation, Journals, Assigned Readings, Class Projects, Activities and Observations and Exams.

Grades are based on demonstrated effort to grasp and apply multicultural concepts. This effort may be expressed through classroom participation (15%); mid term exam (25%); in-class report (35%); and final exam (25%).

**SPECIAL NOTES:**
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.
Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
Personal and interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.