NEW TO IUSB

New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes:  Undergraduate credit □  Graduate credit x  Professional credit □

1. School/Division  Education  2. Academic Subject Code  EDUC

3. Course Number  E555  (must be cleared with University Enrollment Services)  4. Instructor  S. Bontrager

5. Course Title  Human Diversity in Education

Recommended Abbreviation (Optional)  

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  F/2010

7. Credit Hours: Fixed at  3  or Variable from  to  

8. Is this course to be graded S-F (only)? Yes  No  X

9. Is variable title approval being requested? Yes  No  

10. Course description (not to exceed 50 words) for Bulletin publication:  Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our increasingly pluralistic society, including cognitive abilities, learning styles, and cultural, racial, ethnic, and socio-economic backgrounds of children.

11. Lecture Contact Hours: Fixed at  37.5  or Variable from  to  

12. Non-Lecture Contact Hours: Fixed at  or Variable from  to  

13. Estimated enrollment:  20  of which  100%  percent are expected to be graduate students.

14. Frequency of scheduling:  once per year  Will this course be required for majors?  yes

15. Justification for new course:  New MAT program

16. Are the necessary reading materials currently available in the appropriate library?  yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  

[Signature]  Date 3-10-09  [Signature]  Date 3/13/09

Department Chairman/Division Director  Dean

Dean of Graduate School (when required)  Chancellor/Vice-President

[Signature]  Date 4-28-09  [Signature]  Date

Education Council  University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Course Title: Human Diversity in Education (3 cr.)
Course Number: E555
Section: (required each semester)

School of Education Mission Statement:
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor: Bontrager
Phone:
Office:
Office Hours: E-mail:
Livetext name (if appropriate):

COURSE DESCRIPTION: Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our increasingly pluralistic society, including cognitive abilities, learning styles, and cultural, racial, ethnic, and socioeconomic backgrounds of children.

COURSE PREREQUISITES: admission into recommended initial licensure program

Required Textbooks:


Commitment to Professionalism (required statement)
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at: http://www.dsa.indiana.edu/Code/.

**Commitment to Diversity (required statement)**
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. One example from this class is..... (Note: Please highlight this section in yellow on the syllabus that you submit).

**Commitment to Technology (required statement)**
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is ....(Note: Please highlight this section in gray on the syllabus that you submit).

**National Board Core Proposition related to ALL objectives for the course:**

**Proposition 1: Teachers are Committed to Students and Learning**

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

**COURSE OBJECTIVES:**
As a result of this course students will:
• strengthen their commitment to democratic ideals regarding human rights, social justice, appropriate instruction, and equal opportunity issues.
• distinguish between realistic generalizations and damaging stereotypes.
• become familiar with models and guidelines for effective schools, classrooms, and programs for diverse populations.
• develop positive expectations for the social adjustment and academic achievement of all groups.
• learn to create learning environments that support positive intergroup contact and high individual self-esteem and self-efficacy.
• increase awareness and appreciation of cultural distinctions and continuities in worldwide human populations.
• develop intercultural sensitivity.
• learn approaches for reducing discrimination based on ability, race, national origin, ethnicity, gender, social class, and/or other human characteristics.
• learn to critically analyze assessment, instruction, and evaluation in search of biased, limiting, or stigmatizing practices.
• learn to be reflective, open to innovations, self-aware, and receptive to changes in teaching techniques.

COURSE Assignments or Performance Tasks:

1. Academic paper (no more than 15 pages, including references in APA style) focusing on a single group that has been marginalized in our culture. Due last week of class. 25 points or 25% of final course grade.

2. Film Review due any time prior to spring break (about 3 pages, no longer than 5 pages) over one of the films on the provided list, or another film that you have discussed with me. 10 points or 10% of final course grade.

3. Article/topic response papers (3 total), due anytime throughout the semester (please don’t wait until the end to do them all), over any articles or chapters your read for class, or topics we discuss. These are reflective and personal responses based on the content and should be no more than 1-3 pages. Each paper is worth 5 points or 5%, so 15 points or 15% total for this assignment.

4. Small group discussion leader. Each student will lead his or her permanent small group discussion for about 30 minutes during one class session. For your discussion you should be prepared to ask some questions directly related to the readings, and other questions should be designed to help the discussants make connections to their own lives. Your questions should be open-ended. You should also seek out other sources to inform your topic, and also consider bringing in children’s books. More specifics will be discussed in class. This assignment is worth 10 points or 10% of your final grade.

5. Team Curriculum Project (see handout). These will be presented the last week of class. 20 points or 20% of final course grade.

6. A reflective narrative identity essay and visual representation responding to the question: Who am I? We will share these in class. Class preparation and participation. 10 points or 10%
University and School of Education policies (required)

☐ Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student=s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

☐ ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES STATEMENT: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Head or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

DISABILITIES STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disability Support Services (Administration Building, room 113, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabilities Support Services http://www.iusb.edu/~sbdds/

ACADEMIC HONESTY STATEMENT: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (http://www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, including receiving a warning, failing the assignment, failing the course, or expulsion from the University.

Field Experience Note: You may be required to provide a criminal history check to school corporations before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.
Please Note: (required statement)
Students in the School of Education are required to post select artifacts (assignments) on LiveText or in Oncourse. Therefore, students may be required to purchase and utilize LiveText at any time during this course. The instructor will notify you if you are required to post assignments on LiveText.

STUDENT EVALUATION

Grading Criteria:

A = 95% or above
A- = 90-94%
B+ = 85-89%
B = 80-84%
B- = 75-79%
C = 70-74%

TENTATIVE COURSE SCHEDULE:

1. Overview of course and issues related to diversity in education; viewing and discussion of video, Starting Small: Teaching Children Tolerance.

   **Readings:** Sapon-Shevin, Intro. & Ch. 1; Howard Intro.

2. Civics – An agenda for our schools, Schools as Communities, Cultural Recognition and Civil Discourse in a Democracy, Multicultural Teaching and Diversity.

   **Readings:** Turner-Vorbeck/Marsh Ch 4; Howard, Ch. 1-3.


   **Readings:** Howard, Ch. 4-7.


   **Readings:** Sapon-Shevin, Ch. 2; Turner-Vorbeck/Marsh Ch. 3

5. Race discussions, Sharing Ourselves With Others; From the Principal’s
Desk.

Readings: Sapon-Shevin, Ch. 3; Turner-Vorbeck/Marsh Ch. 9
*Jean Anyon article on social class

Social class discussions, Knowing Others Well; Social Class and the Hidden Curriculum of Work; Emerging Faces of Homelessness.

Readings: Sapon-Shevin, Ch. 4; Turner-Vorbeck/Marsh Ch. 2

Places Where We All Belong; Immigrant Families and Schools

Readings: Sapon-Shevin, Chap. 5; *Sadker, Sadker, and Long article on gender; Turner-Vorbeck/Marsh Ch. 1

Gender discussion, Setting Goals and Giving and Getting Support; Gender and Educational Equality; Hegemonies and Transgressions of Family.

Readings: Prepare “Who am I” projects

Students present “Who am I”? projects. Film Review Due

Readings: Sapon-Shevin, Chap. 6; *Pohan and Bailey article; Turner-Vorbeck/Marsh Ch. 7.

Sexual Orientation discussion, Working Together to Learn; Opening the Closet: Multiculturalism That is Fully Inclusive; Doing the Difficult. Guest Speaker: Bill Shipton and/or video

Readings: Sapon-Shevin, Chap. 7, and Final Thoughts; Turner-Vorbeck/Marsh Ch. 10. *Hodapp and Ricci article

Work with curriculum groups in class

Speaking the Truth and Acting Powerfully; Final Thoughts: First Steps for new Beginnings; From Textbooks to the Teachers’ Lounge; Behavioral Phenotypes and Educational Practice.

Readings: Levine book

A Mind at a Time: How Every Child can Succeed.

Readings: Szatmari book
Understanding Children with Autism and Asperger Syndrome.

Final Presentations

Finals Week – Monday final presentations.

**BIBLIOGRAPHY**


(There are, of course, numerous others)

**Anti-Multicultural Education Publications:**

In the spirit of intellectual fairness and honesty, I encourage you to read what the opposition is saying. One of the best pieces examining the critics of multicultural education is Christine Sleeter’s “An Analysis of the Critiques of Multicultural Education” in the *Handbook of Research on Multicultural Education* (pp. 81-94), edited by James Banks and Cherry McGee Banks (Macmillan, 1995).


Course Information

Below is the course description:

Course Number  Course Description

E555  Human Diversity in Education (3 cr.) Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our society, including cognitive abilities, learning styles, and cultural, racial, and economic backgrounds of children.

Semester Information

Following are the semesters in which the course was offered and is currently being offered:

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<th>Semester Offered</th>
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<td>Spring 2009</td>
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<td>Spring 2008</td>
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<td>Spring 2007</td>
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