



Virtual Campus  
School of Education

**UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE NUMBER & NAME:**

EDUC 5346 – Equity and Excellence in the EC-12 Classroom (**Field Experience** = 8 Hours)

**TERM:**

Fall 1, 2021 (Oct 11 – Dec 11)

**INSTRUCTOR:**

Tami Prichard, Ed.D.

**CONTACT INFORMATION:**

WBU Email: [tami.prichard@wayland.wbu.edu](mailto:tami.prichard@wayland.wbu.edu)

**OFFICE HOURS:**

Available through *Message the Instructor* in Blackboard

**COURSE MEETING TIME & LOCATION:**

Virtual Campus

**CATALOG DESCRIPTION:**

Critical Analysis of diversity issues to the EC-12 classroom to ensure an equitable setting with the goal of excellence for all students.

**PREREQUISITES:** None

**REQUIRED TEXTBOOK AND RESOURCE MATERIAL:**

Howe, W.A., & Lisi, P. L. (2017). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action* (2<sup>nd</sup> ed). Sage Publications: Thousand Oaks, CA  
ISBN: 978-1-4833-6505-3

Requirements for Technology:

- Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)
- Maintain access to your **WBU email account** (consider having it automatically forwarded to your preferred email address). This is necessary for some communication in this course.

- **Familiarize yourself with tools, and the *Message the Instructor* function in Blackboard.** Please note this is NOT the same as email. This is the *preferred* way of communicating with the instructor. ***General questions about an assignment, grade or another concern should be made to the instructor through the message system.*** Messages will not be read on a daily basis, but will be checked several times per week, so please do not expect an immediate response. Please keep your messages simple and direct. It is important to use a *meaningful subject line* in your messages so the instructor will have a frame of reference when reading or responding to messages.
- Access to the internet on a weekly basis is a requirement for this course; we will use Blackboard as the learning system. All class materials are distributed online (lecture notes, rubrics, etc.). All tests and assignments are located online. Assignments will be collected through the Assignment links. There are weekly assignments and weekly discussions.
- Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is required for successful completion of the course.

#### **COURSE OUTCOMES AND COMPETENCIES:**

1. Students will demonstrate understanding of the human development processes and apply this knowledge to plan instruction and ongoing assessment that motivate students and is responsive to their developmental characteristics and needs (Domain I, Competency 001.).
2. Students will demonstrate understanding of student diversity and plan learning experiences and design assessments responsive to differences among students and that promote all students' learning. (Domain I, Competency 002).
3. Students will demonstrate understanding of the importance of family involvement in children's education and demonstrate awareness for interacting and communicating effectively with families (Domain I, Competency 011).

#### **ATTENDANCE REQUIREMENTS:**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation is defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors are responsible for incorporating specific instructional activities within the course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.

As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course (i.e., non-participation during 3 or more weeks of an 11-week term). Instructors may also file a Report of unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

**STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:**

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**COURSE REQUIREMENTS / GRADING CRITERIA:**

This course consists of many assignments. In order to avoid falling behind, all assigned work must be submitted when due. Late work will not be accepted. Exceptions may be made in extreme circumstances if notice is given prior to the assignment due date. In extreme circumstances, late assignments will result in decreased point value, and there will be **no point value given after seven days.**

<b>Assignments</b>	<b>Possible Points</b>	<b>Competencies</b>
Chapter Questions (12x25points)	300	2
Journal Article Research (7 x20)	140	1, 2
Field Experience Log & Reflection	200	1, 2
Weekly Activities (7x20)	140	2, 3
Discussion Board	120	1, 2, 3
Final Exam	100	1, 2, 3
<b>TOTAL POSSIBLE POINTS</b>	<b>1000</b>	

**COURSE GRADING CRITERIA:** All assignments are due as noted on course calendar unless otherwise announced in class. All assigned work must be word processed. Review rubrics for requirements for specific assignments.

A = 90-100%   B = 80-89%   C = 70-79%   D = 60 -60%   F = Below 60%

CR = Credit; NCR = No Credit; I = Incomplete\*; W = Withdrawal; X = No Grade Given; IP = In Progress

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F”. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Grade Appeal:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

#### **METHOD OF INSTRUCTION**

Through reading of the text and current publications, discussion, and instructor/student demonstrations and presentations, students will develop a better understanding of the critical analysis of diversity issues in the EC-12 classroom to ensure an equitable setting with the goal of excellence for all students. The delivery system for the course will consist of internet supported instruction utilizing several of the Blackboard components. Instructional methods may include, but will not be limited to, the following: lecture and notes via PowerPoint, use of the discussion board, assignments, and exams. Students will be active participants throughout the course.

**PARTICIPATION POLICY:** Students are expected to submit class assignments with punctuality. Students are encouraged to communicate promptly with the professor (through the Blackboard messaging system) when necessary in order to keep pace with the requirements of this course.

#### **IMPORTANT DATES:**

Course Begins: June 1, 2019

Last day to drop or withdraw without record/Census Date: June 7, 2021

Last day to officially drop or withdraw with “W”: July 2, 2021

Last day to officially drop or withdraw with “WP/WF”: July 9, 2021

Summer Term Ends: July 24, 2021

## TENTATIVE SCHEDULE

The instructor reserves the right to amend the course outline as needed during the course.

Session/ Date	Content	Assignments due Sunday @ Midnight (Central Time)
<b>(1)</b> <b>Week of</b> <b>Oct. 11-17</b>	<b>Chapter 1</b> – Multicultural Education: History, Theory, and Evolution, Equity-Literate Educators, Changing Demographics	Due: Sunday, June 6 Chapter 1 Questions, Weekly Activity 1, Journal Article 1, Discussion Board 1, Field Experience
<b>(2)</b> <b>Week of</b> <b>Oct. 18-24</b>	<b>Chapter 2</b> – What is a Multicultural Educator? A 4-Step Model Multicultural skills, standards, and understanding of culture  <b>Chapter 3</b> – Historical Perspectives on a Multicultural America	Due: Sunday, June 13 Chapter 2 and 3 Questions, Weekly Activity 2, Journal Article 2, DB2, Field Experience
<b>(3)</b> <b>Week of</b> <b>Oct. 24-31</b>	<b>Chapter 4</b> – Foundational Knowledge for Culturally Responsive Teaching  <b>Chapter 5</b> – Understanding Cultural Identities and their Influence on Teaching and Learning	Due: Sunday, June 20 Chapter 4 and 5 Questions, Weekly Activity 3, Journal Article 3, DB3, Field Experience
<b>(4)</b> <b>Week of</b> <b>Nov. 1-7</b>	<b>Chapter 6:</b> Developing Awareness of Others as Cultural Beings  <b>Chapter 7:</b> Curriculum Development & Lesson Planning	Due: Sunday, June 23 Chapter 6 and 7 Questions, Weekly Activity 4, Journal Article 4, DB4, Field Experience
<b>(5)</b> <b>Week of</b> <b>Nov. 8-14</b>	<b>Chapter 8:</b> Instructional Strategies Needed by Multicultural Educators  <b>Chapter 9:</b> Developing Skill in Language and Linguistic Diversity Language proficiency, English Language Learners, language diversity	Due: Monday, July 5 Chapter 8 and 9 Questions, Weekly Activity 5, Journal Article 5, DB5, Field Experience
<b>(6)</b> <b>Week of</b> <b>Nov. 15-21</b>	<b>Chapter 10:</b> Assessment That Is Culturally Responsive	Due: Sunday, July 11 Chapter 10 Questions, Weekly Activity 6, Journal Article 6, DB6, Field Experience
<b>(7)</b> <b>Week of</b> <b>Nov. 29-5</b>	<b>Chapter 11:</b> Becoming a Multicultural Educator  <b>Chapter 12:</b> Supporting Diverse Learners on a School-wide Level. Assessing the school culture, shared visions, supporting positive multicultural practices	Due: Sunday, July 18 Chapter 11 and 12 Questions, Weekly Activity 7, Journal Article 7, DB7, Field Experience

<b>(8) Week of Nov. 6-11</b>	<b>Final Exam Field Experience Due</b>	Due: Saturday, July 24 DB8, Field Experience,
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Thank you in advance for your commitment and perseverance to complete all course requirements.

**Certification Preparation Alignment:** Pedagogy & Professional Responsibilities (PPR):

*Domain I: Designing Instruction and assessment to promote student learning*

Competency 001: The teacher understands human development processes and applies this knowledge to plan instructional and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

- Understands the lifelong impact of the experiences provided in early childhood through grade 6 on individual development and on society.
- Recognizes that positive and productive environments for middle-level students involve creating a culture of high academic expectations, equity throughout the learning community, and developmental responsiveness.
- Recognizes the importance of helping students in grades 8 through 12 learn and apply life skills (e.g., self-direction, decision-making, goal-setting skills, workplace skills) to promote lifelong learning and active participation in society.
- Understands that student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

- Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.
- Accepts and respects students with diverse backgrounds and needs.
- Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
- Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.
- Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English-language learners and students with disabilities.
- Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
- Understands the instructional significance of varied student learning needs and preferences.

Competency 011: The Teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

- Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
- Communicates effectively with families on a regular basis (e.g., to share information about students’ progress) and responds to their concerns.

<b><i>Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010 The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</i></b>
1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;
1.2s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
2.4k the importance of communicating enthusiasm for learning;
2.1s interact with students in ways that reflect support and show respect for all students;
2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative;
2.21s respect students’ rights and dignity.
3.1k the importance of clear, accurate communication in the teaching and learning process;
3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
3.3k spoken and written language that is appropriate to students’ age, interests, and background;
4.1k the importance of families’ involvement in their children’s education;
4.2k appropriate ways for working and communicating effectively with families in varied contexts.
4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;