

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Child Development</u>								
COURSE RUBRIC AND NUMBER	<u>CDEC 2315</u>								
COURSE TITLE	<u>Diverse Cultural/Multilingual Education</u>								
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>:</u></td> <td style="text-align: center;"><u>2</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>2</u>	<u>:</u>	<u>2</u>	Credits	Lec		Lab
<u>3</u>	<u>2</u>	<u>:</u>	<u>2</u>						
Credits	Lec		Lab						

I. Catalog Description

Provides an overview of diverse cultural and multilingual education including familial relationships, community awareness, diversity, and the needs of each and every child. (2:2).

II. Course Objectives

Upon satisfactory completion of this course the student will be able to:

- A. Plan and provide activities and experience in social studies appropriate for young children in a child care center.
- B. Introduce concepts from various social sciences to young children.
- C. Compare different cultures and environments and their implications on society.
- D. Interpret cultural and environmental differences that are most influential in this geographical area.
- E. Investigate various cultural components to include parenting, religion, food, arts, social habits, traditional costumes, and customs.
- F. Identify cultural and environmental attitudes and values of young children and those by which they are influenced.

III. THECB Learning Outcomes (WECM)

- 1. Compare models of multicultural/multilingual education.
- 2. Explore personal and institutional bias.
- 3. Plan and evaluate multicultural environments and activities.

IV. Evaluation

- 1. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
- 2. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
- 3. The course projects will be devised at the instructor's discretion.
- 4. Capstone experience

The capstone experience is designed to challenge the student's comprehension of concepts learned throughout the courses taken in the Child Development Aide Certificate of Completion. Students will develop a class presentation that incorporates knowledge of early childhood programs, developmentally appropriate literacy, math, science, guidance, creative arts, nutrition, health and safety techniques as these relate to diverse cultures of children. Students will also conduct research projects on cultures of the region in order to better understand cultural diversity in their classroom.

Grading Scale

A = 90 - 100
B = 80 - 89
C = 70 - 79*
D = 60 - 69*
F = below 60*

* Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.