COLLEGE OF EDUCATION
EDCI 551—Multicultural Education

http://texsu.blackboard.com

Fall 2013

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Office Hours:

Monday .................. 8:00 PM -- 10:00 PM
Thursday .................. 5:00 PM -- 5:30 PM
8:00 PM -- 8:30 PM
Core Skills for Successful Face to Face and Online Learners

Research on effective characteristics of online learners has concluded that learners in this day and age tend to be dynamic, younger, more heterogeneous and responsive to rapid technological innovations in contrast to traditional online learners (e.g. older and more goal oriented). Although a clear profile of this unique learner is still emerging, there are several characteristics and skills perceived as critical to the success of the online learner Dabbagh (2007). In this course, candidate mastery of the course objectives will be enhanced for those who possess the following qualities:

- Be skilled in the use of online learning technologies, particularly communication and collaborative technologies.
- Have a strong academic self-concept and good interpersonal and communication skills.
- Have a basic understanding and appreciation of collaborative learning.
- Acquire self-directed learning skills through the deployment of time management and cognitive learning strategies (e.g. willing to commit time—for concept development).
- Be able to set goals (e.g. set achievable goals each week—when candidates get behind, the benefits of interactive learning are lost).
- Become a researcher (obtain information from various resources).
- Be willing to share ideas and experiences.
- Be patient, persistent and ask questions.
- Be a self-motivator.
- Be able to keep up with the pace (e.g. complete weekly activities and post reflections).
- Be able to use the course netiquette—comply with a set of social rules for interacting online which will help to keep misunderstanding to a minimum.
- Be able to make use of electronic communication (email, discussion board).
- Be able to make use of electronic collaboration (discussion board, Blackboard groups).
- Be able to use interactive software or web-based activities.
- Believe that high quality learning can occur online (put forth the effort).
- Be willing to commit 4 to 6 hours per week on course learning activities.

Hardware
Suggested Computer Hardware and Software Needed:

Operating System: (one of the following)

PC with Windows 2000, XP or Vista
Macintosh Operating System OS X – operating system’s minimum requirements for processor, memory and hard drive

At least 30 GB of free hard drive space. Newer computers are equipped with minimum 250GB hard drive space.
Processor: 300 MHz or higher preferred
Sound Card: Required
Modem: Cable or DSL
Monitor: 17" monitor with 800x600 resolution capability or larger with 16-bit video resolution
Online Learner Skills, Continued

Printer: Graphics-capable (inkjet or laser printer)

Software

MS Windows OS (2000, XP, Vista) or MAC OS X

Microsoft Office 2003 or 2007

Plug-ins: The following plug-ins may be required by your course instructor in order to access online course materials. Click here to view a complete list of plug-ins.

Adobe PDF Reader - for viewing Portable Document Files (PDF)
QuickTime Player - for viewing movies
RealPlayer - for viewing movies
Flash Player - for viewing animation

Sun Java™ 2 Platform or higher for Pc or Classic Java for Mac: Required for Wimba Live Classroom or Podcasting

Browser: See the Blackboard/WebCT Browser Tune-up

Internet/Email

DSL or Cable Internet Service Required

Internet Connection: Required

You are required to have a dependable connection to the Internet. If you do not have a connection at this time, there are a variety of connection options available. You should research the various providers and choose the service that meets your needs and financial situation. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience.

Internet Browser Information: For SDCCD Online courses using Blackboard/WebCT Vista 4, you must use a supported browser. Visit the Blackboard/WebCT Browser Tune-up for Supported Browser Versions

Other requirements for active participation in the online course assignments

- Post reflections on the process of online learning as required by the course instructor
- Contact group members consistently
- Be persistent in finding solutions to your problems
- Check the Announcements at least three (3) times a week and respond.
- Read! Read! Read!
Mission of the College of Education

To provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations.

Vision of the College of Education

The College of Education at Texas Southern University will become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities.

Introduction

Around the world 120 million school age children do not attend school. A variety of factors block their opportunities to study, including poverty, civil unrest and war (Bella & Mputu, 2004). Typically, students in the United States do not face civil unrest and war as barriers to schooling. However, many students live in dangerous environments where they attend low-performing schools that are characterized by uninviting classroom climates, low achievement expectations, and grossly inadequate funding. This course will create a forum to discuss ways to address some of these factors as a strategy to enhance students’ opportunities to succeed in school and in life.

The late Ron Edmonds, noted educator and father of the effective schools movement, said essentially that we know more than enough, about teaching and learning, to educate all students. It was Edmonds’ view that resolution of this longstanding problem is not a matter of competence. Rather, it results from an absence of genuine commitment.

The Conceptual Framework of the College of Education

As a reflection of Texas Southern University’s legal designation as a special purpose institution for urban programming (1972), the College of Education has a special commitment to urban school communities. The graphic representation of the College of Education’s Conceptual Framework shows the three broad components of educator preparation at the University. These elements of preparation are framed in a set of program expectations, practices and outcomes. The graduates of the Educator Preparation Program are expected to be caring, committed, competent and culturally responsive educators. To this end, the faculty engages in professional practices that support candidates’ mastery of the various program expectations. The outcomes are the evidence that educator candidates have become caring, committed, competent and culturally responsive professionals. In summary, the expectations, supporting practices and outcomes are referred to as ExPO. These broad program components are reflected in the graphic representation that follows:
Course Description

This is the catalogue description of EDCI 551—Multicultural Education:

Framed around the competencies for educators in Texas, this course provides a generic framework for designing democratic environments that produce high academic achievement among students from various ethnic and cultural groups, and examines school models that have proven successful in urban communities.

The course has continued to evolve, since this description was published. One basis for course changes is new information in the field. A second is based on changes in requirements of Texas educators as measured on various state certification examinations.

The primary course focus will be selected instructional and relational variables that are essential to support academic achievement among diverse student populations in urban schools. In a secondary focus, forums will create opportunities to engage in formal conversations on educators’ responsiveness to diversity in urban school communities. These issues will include but are not limited to achievement, equity, inclusion and social justice.

Textbook and Other Reading

College of Education Candidate Proficiencies

The College of Education has adopted 21 proficiencies that define its expected outcomes for caring, committed, competent and culturally responsive educators. The proficiencies are aligned with state content and pedagogy standards for each program at the University, as well with national standards for professional educators at The Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for Accreditation of Teacher Education (NCATE) and the National Board for Professional Teaching Standards (NBPTS).

<table>
<thead>
<tr>
<th>Candidate Proficiencies</th>
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</thead>
<tbody>
<tr>
<td><strong>A competent educator:</strong></td>
</tr>
<tr>
<td>1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;</td>
</tr>
<tr>
<td>2. demonstrates the capacity to problem solve, and to think critically and reflectively;</td>
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<tr>
<td>3. demonstrates an understanding of human development, and the ability to act on this understanding;</td>
</tr>
<tr>
<td>4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;</td>
</tr>
<tr>
<td>5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;</td>
</tr>
<tr>
<td>6. demonstrates an understanding of effective communication and collaboration strategies;</td>
</tr>
<tr>
<td>7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;</td>
</tr>
<tr>
<td>8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and</td>
</tr>
<tr>
<td>9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.</td>
</tr>
</tbody>
</table>

| A committed and culturally responsive educator: |
| 10. acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; |
| 11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; |
A committed and culturally responsive educator, Continued

12. demonstrates a commitment to high moral and ethical values; and
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction.

A caring educator (dispositions)

15. understands the right of all students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others’ opinions during group work;
21. participates in professional development activities that were recommended.

College of Education Proficiencies and National Educator Standards

Five of the 21 COE proficiencies will be addressed in this course. These five proficiencies are aligned with the related educator standards of the National Board for Professional Teaching Standards (NBPTS) and the National Council for Accreditation of Teacher Education (NCATE). These COE proficiencies and related national standards are presented in the table below:
## College of Education and National Standards Matrix

<table>
<thead>
<tr>
<th>COE Proficiencies</th>
<th>NBPTS</th>
<th>NCATE</th>
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<tbody>
<tr>
<td>1. Demonstrate knowledge of the content that is being taught is able to assist students in the process of mastering content through the use of research-based practices (Proficiency 1: A Competent Educator).</td>
<td>1. Engage students in learning within and across disciplines and helps students understand how the subjects they study can be used to explore important issues in their lives and the world around them (Standard VI: Meaningful Applications of Knowledge).</td>
<td>1. Apply the knowledge, skills, and dispositions necessary to help all students learn (Standard IV: Diversity).</td>
</tr>
<tr>
<td>3. Demonstrate an understanding of learning as a socially mediated, constructive process, and an ability to act on this understanding (Proficiency 5: A Competent Educator).</td>
<td>3. Establish a caring, inclusive, stimulating and safe school community where students can take intellectual risks, practice democracy and work collaboratively and independently (Standard III: Learning Environment).</td>
<td>3. Apply the knowledge, skills, and dispositions necessary to help all students learn (Standard IV: Diversity).</td>
</tr>
</tbody>
</table>
COE Proficiencies | NBPTS | NCATE |
--- | --- | ---
5. Value and appreciate cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction (Proficiency 15: A Culturally Responsive Educator). | 6. Help students learn to respect and appreciate individual differences (Standard IV: Respect for Diversity). | 5. Establish a classroom that values diversity (Standard IV: Diversity). |

Learning Outcomes

1. **The educator knows how to develop supportive learning environments.** (Learning Units 1, 2 and 3; COE Proficiencies 1 and 3; NBPTS Standards VI and III; NCATE Standard IV)
   1.1 Create a classroom climate based on high expectations, learning, and intellectual stimulation for self and students.
   1.2 Respond appropriately to diverse needs in shaping the classroom climate.
   1.3 Use research-based information to enhance teaching and learning.

2. **Demonstrate the acquisition of a rich body of knowledge from the research literature on social justice, equity and other key issues in multicultural education as a basis for creating equitable school environments.** (Learning Units 1, 2, 3 and 4; COE Proficiencies 1 and 6; NCATE Standard IV).
   2.1 Define key concepts associated with multicultural education.
   2.2 Articulate a rationale and major goals of multicultural education.
   2.3 Describe behaviors associated with caring, committed and competent and culturally responsive educators.
   2.4 Articulate strategies that foster students’ social responsibility.
   2.5 Identify resources and teaching practices that foster a sense of community.

3. **The educator knows how to act with integrity, fairness, and in an ethical and legal manner.** (Learning Units 1, 2 and 3; COE Proficiencies 2 and 5; NBPTS Standards III, IV and X; NCATE Standard IV)
   3.1 Define culturally responsive and culturally relevant teaching.
   3.2 Describe strategies that show evidence that educators are cultural responsiveness to all students.
   3.3 Analyze the connection between students’ developmental stages and delivery of instruction.

EDCI551 Course Outline Fall 2013
Xandra W. Earlie, Adjunct Instructor
Learning Outcomes, Continued

3.4 Explain the conditions associated with Allport’s Contact Theory to reduce prejudice and build a sense of community across ethnic and cultural groups.

4. Articulate strategies to help students develop respect for diversity and an appreciation for individual and group differences. (Learning Units 1 and 3; COE Proficiencies 1, 6 and 15; NCATE Standard IV).
   4.1 Demonstrate inclusive classroom practices that affirm all students
   4.3 Promote fairness and concern for others.
   4.4 Examine and use effective strategies to solve intercultural problems.
   4.5 Describe how the conditions of contact theory can be developed in classroom settings to reduce the incidence of prejudice

Course Learning Activities

1. Actively participate in learning in the online classroom environment each week. [Individual and group accountability are required]

2. Assume responsibility for mastery of content from assigned reading, even in the absence of discussion board interactions.

3. Actively participate in scholarly exchange during BlackBoard discussions, making certain to focus on issues presented in assigned readings and related research. As graduate scholars, you are expected to identify the authors and approximate dates of their publication as you present ideas from their work.

4. Engage in the assigned interactive sharing and submit assignments the dates scheduled. In extenuating circumstances, consideration will be given to submit an examination late. However, this approval must be negotiated before the scheduled date of the examination. The examination must be taken before the next class session, which follows the examination date.

Procedural Matters

In addition to information in Getting Started, there are some other procedures you need to use in order to succeed in the course. It is essential that you read the entire course syllabus with a focus on the course learning outcomes. The outcomes define what you are expected to know and be able to do in order to succeed in the course. The other elements of the course are designed to support your mastery of these key learning outcomes.
Procedural Matters, Continued

As indicated in Getting Started, the learning unit is the primary instructional delivery system for the course. It is important that you complete and submit/post the related assignments by the due dates.

Your online participation is defined as posting responses that are related to learning activities, engaging in assigned interactive activities, discussion forums, and posting questions and reflections that advance the discussion. The instructor/facilitator will create the discussion threads.

A percentage of the overall grade can be earned, weekly, for participation in discussion board and other assignments. Since this is a graduate course, you are expected to write clearly, using the basic conventions of good writing and to avoid the use of slang. Remember that the power of an idea is not diminished because it is expressed simply.

Assignments are due on the dates specified. The grade earned will be reduced for work that is submitted late, up to three days. The grade will decline in proportion to the number of days the assignment is late. If unusual circumstances occur, you should contact your instructor, by phone and or email, prior to the dates assignments are due.

Your assignments will be submitted using the Assignments feature.

- **Sending Assignments**: In the file name for your document, please put your last name followed by your first name and the title of the “Assignment.” Use the header function to ensure that your name is on each page of your document.

- **General Email**: Email should be used for issues only for highly confidential and/or personal urgent communications. Use the subject header to indicate what issue the email will cover. Please use BlackBoard as the primary email method for communication. A response to your email will follow within 24 hours.

- **Attachment Compatibility**: I am able to open files created in Microsoft Word 2003 or Microsoft Works. If you use these word processing programs or if you are a MAC user, you will need to send files as Rich Text Format (.rtf).

- **Personal Copies**: Please keep personal copies of all emails and assignments that you submit.
Using the Texas Southern University Library

Many of Texas Southern University’s library resources can be utilized from a distance. Through the Library Resources and Services for World Campus and Distance Education Web site, you can...

- access magazine, journal, and newspaper articles online using library databases
- borrow materials and have them delivered to your doorstep...or even your desktop
- ask a librarian for research help via e-mail, chat, or phone using the ASK! service

...and much more!

NOTE: You must have an active Texas Southern University student account and be registered with the university library in order to take full advantage of the library’s resources and services. Registration and services are free!

Academic Dishonesty/Copyrights, Plagiarism

Taking the literary property of another, passing it off as one’s own without appropriate attribution and reaping from its use any benefit from an academic institution constitutes plagiarism. Committing plagiarism is a serious violation of any school’s code of academic conduct. If a violation is proven, the committee or other body that oversees the code may impose severe sanctions. The sanctions could affect a grade or credit for the course or even require suspension or expulsion from the university.

Copyright Infringements

Unauthorized duplication of copyrighted information or data and software packages is a direct infringement of the federal copyright law (see Federal section), Title 17 Copyrights § 117.

Sexual Harassment

It is the policy of Texas Southern University that all employees have the right to work in an environment free of discrimination and sexual harassment. As such, the University has a no-tolerance policy on sexual harassment. This means that any employee who sexually harasses a fellow employee or a student is subject to discipline, up to and including termination of his or her employment. The complete policy from the University General Council may be obtained at the following:

http://www.tsu.edu/about/administration/general/POLICIES/TSU_Sexual_Harassment_Policy.asp

Americans with Disabilities Act (ADA) Policy

Texas Southern University maintains an operating policy and associated procedures to ensure the understanding of the University’s responsibilities regarding the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Provost/Senior Vice President for Academic Affairs and Student Services, along with the Associate Provost for Student Services,
review the policy on an annual basis and forward recommendations for revisions on to the appropriate offices on the Campus, including the Human Resources Office.

The Americans with Disabilities Act (ADA) of 1990 mandates equal opportunities for persons with disabilities in all public facilities, programs, activities, services, and benefits derived from them. Section 504 of the Rehabilitation Act of 1973—as amended—mandates equal opportunity for qualified persons with disabilities in all programs, activities, and services of recipients of federal financial assistance. Both ADA and Section 504 are civil rights statutes which prohibit discrimination on the basis of disability, and they obligate colleges and universities to make certain adjustments and accommodations so as to offer to persons with disabilities the opportunity to participate fully in all institutional programs and activities. Section 504 states “a handicapped person is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.”

For federally assisted programs or activities operated by post-secondary education recipients, the specific obligations with regard to handicapped students include, but are not limited to, the following:

• All programs and activities must be offered in the most integrated setting appropriate.
• Academic requirements must be modified, on a case by case basis, to afford qualified handicapped students and applicants an equal educational opportunity.
• A recipient may not impose upon handicapped students rules that have the effect of limiting their participation in the recipient’s education program or activity; for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings.
• Students with impaired sensory, manual, or speaking skills must be provided auxiliary aids such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments.

Texas Southern University provides all educational and other university-sponsored programs and activities to persons with disabilities in the most integrated setting appropriate. Students, employees, applicants, and other individuals with disabilities served by the University are not segregated, separated, or treated differently. The University does not require persons with disabilities to take advantage of all adjustments, accommodations, or special services.

References


<table>
<thead>
<tr>
<th>Sessions</th>
<th>EDCI 551 Multicultural Education</th>
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<tr>
<td></td>
<td>Getting to know you; getting started; course overview; biographical sketch, team building activities; learning styles</td>
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<tr>
<th>Module 1</th>
<th>Defining Multicultural Education</th>
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<tbody>
<tr>
<td></td>
<td>• Compare and contrast numerous definitions of multicultural education.</td>
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<td></td>
<td>• Create your own interpretation of multicultural education.</td>
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<td></td>
<td>• Examine how the definition of multicultural education can be put into</td>
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<td>• Envision what a multicultural classroom can look like.</td>
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<td>• Forum and Reflection Assignments</td>
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**History, Characteristics, and Goals**

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<tr>
<th>Module 2</th>
<th>Federal and State Law for whom English is a New Language</th>
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<tbody>
<tr>
<td></td>
<td>Contents:</td>
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<tr>
<td></td>
<td>• Examine information regarding laws</td>
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<td></td>
<td>• Increase awareness of the growing diverse populations</td>
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<td></td>
<td>• Assess multicultural education best practices.</td>
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<tr>
<td></td>
<td>• Forum and Reflection Assignments</td>
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<tr>
<td></td>
<td>• Issues, Trends, and Developments</td>
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<tr>
<td></td>
<td>• Research and Research Issues</td>
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**Module 3**

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<tr>
<th>Educating Teachers for Diversity – The Context of Teaching</th>
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<tbody>
<tr>
<td>• Analyze beliefs held about teaching diverse populations in today’s classroom.</td>
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<tr>
<td>• Examine/develop a multicultural perspective.</td>
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<tr>
<td>• Employ strategies used to foster reflective teaching and ELL instruction.</td>
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<tr>
<td>• Reflect on personal and professional knowledge and experiences to help define your professional development goals.</td>
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<tr>
<td>• Examine the beginning stages of adjustment t.</td>
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<tr>
<td>• Forum and Reflection Assignments</td>
</tr>
<tr>
<td>• Knowledge Construction and Critical Studies</td>
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<tr>
<td>• Ethnic Groups in Historical and Social Science Research</td>
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**Module 4**

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<th>School and Classroom Context</th>
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<tbody>
<tr>
<td>• Demonstrate practical ways brain-based research applies</td>
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<tr>
<td>• Analyze the ELL learning hierarchy of language development</td>
</tr>
<tr>
<td>• Recognize beliefs held about teaching diverse populations in today’s classroom.</td>
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<tr>
<td>• Define the definition of context and how it applies to teaching.</td>
</tr>
<tr>
<td>• Confront prejudicial beliefs about cultural groups and develop a multicultural perspective.</td>
</tr>
</tbody>
</table>
| • Forum and Reflection Assignments  
| • **The Education of Immigrant Children and Youth**  
| • **The Education of Ethnic Groups**  
| • **Languages Issues or challenges** |
### Module 5  
**Strategies for Special Populations and Pros and Cons to Multicultural Teaching and Learning**

- Analyze the ongoing controversy, pros and cons, of multicultural education from an historical perspective.
- Implement more strategies for ELL/ESOL students in order to improve the learning community.
- Examine teacher behaviors that consistently promote student learning.
- Investigate the myths about student retention.
- Forum and Reflection Assignments
- **Academic Achievement: Approaches, Theories, and research**

### Module 6  
**Text Books and other Instructional Materials and Effective Teaching Skills**

- Explain the controversial impact the content of textbooks has on diversity
- Compare and contrast the 4 common types of bias
- Demonstrate teaching and learning styles and evaluate their importance in the multicultural classroom
- Explain the instructional skills required for successful group work.
- Forum and Reflection Assignments
- **Intergroup Education Approaches to Reform: (education, medical, political, etc.)**

### Module 7  
**International Perspectives on Multicultural Education/Cultural diversity**

### Module 8  
**Multicultural Education Performance Based Project**  
- *Local* (Documentary) 15 minutes

### Module 9  
**Multicultural Education Performance Based Project**  
- *State* (Documentary) 15 minutes

### Module 10  
**Multicultural Education Performance Based Project**  
- *USA* (National) 25 minutes

### Module 11  
**Multicultural Education Performance Based Project**  
- *Local* *State* *National* *International* (30 minutes)

### Assignments

- A quiz will be given every three weeks
- Weekly discussion board assignment aligned to course outline
- Multicultural Education Hot topics weekly from magazines, journal, web, local, state, national or international news
- Three research papers
- Two panel discussion
- Four student generated workshops related to Multicultural Education
• Three major assessments

Criteria for Evaluation (To be modified w/student input)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Interactive Team Activities</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>Learning Unit Assignments</td>
<td>8000</td>
<td></td>
</tr>
<tr>
<td>Postings</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>Formative and Summative</td>
<td>7000</td>
<td></td>
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<tr>
<td>Individual Presentations w/PPs</td>
<td>2000</td>
<td></td>
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<tr>
<td>Performance Based Assessments</td>
<td>6000</td>
<td></td>
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<tr>
<td>Bonus Points</td>
<td>500</td>
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<tr>
<td>Total Points Possible</td>
<td>27,500</td>
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Grading System

(1) 27,500 - 25000 = A; (2) 24,999-22,000 = B; (3) 21,999-19,000= C; (4) 18,999 – 16,000= D

Miscellaneous Information

Course: EDCI 551--Multicultural Education

Meeting Day: Online

Office Hours Explained

Call or email me whenever you need help!