Course Prefix and Number: EDU 204  
Credits: 3

Course Title: Teaching in a Diverse Society

Course Description:

Examines how personal and professional identities, positioning, and intersectional positionalities, values, attitudes, beliefs, and behaviors impact teaching and learning. Develops an understanding of similar and unique characteristics of PreK-12 students and their families, including culture, race, ethnicity, religion, language and learning abilities, gender socializations and sexual orientation. This course requires a practicum with a minimum of 20 hours of observation in a K-12 setting. Lecture 3 hours. Total 3 hours per week. 3 credits

The course outline below was developed as part of a statewide standardization process.

General Course Purpose:

EDU 204 broadens prospective teachers' exposure to ways of thinking, understanding, and interacting with students and families from diverse cultures and backgrounds.

Course Prerequisites and Co-requisites: (List prerequisites and co-requisites separately)

Prerequisite: EDU 200

Student Learning Outcomes:

- Culturally Responsive Teaching and Learning
  - Explore and reflect one's personal and student social/cultural identities and positionalities.
  - Describe racial identity development.
  - Describe concepts of privilege and oppression.
  - Describe ways in which teaching can be culturally and linguistically responsive throughout the learning process and environment.
  - Identify specific strategies to intentionally create an inclusive classroom environment and culturally responsive instruction that creates a sense of community and belonging in which every student sees themselves as a learner.
  - Describe how U.S. demographics are changing and how this will impact education in the 21st century.
  - Analyze how socialization influences beliefs, attitudes, and behaviors.
- **Access, Equity, and Inclusion**
  - Describe the laws, regulations, and court cases that govern diverse populations historically and currently.
  - Analyze differences in equity in relation to diverse populations.
  - Apply pedagogical practices that provide equitable opportunities to meet the needs of the learners in PreK-12 educational contexts for all learners and families.

- **Community and Relations**
  - Reflect on personal and community dispositions on diversity.
  - Plan multiple means of developing relationships with the community and families of diverse populations to include but not limited to socioeconomic status, culture, religion, gender, immigration status, etc.

- **Advocacy**
  - Define the effective advocacy skills, based on the current teacher education research and practice, needed to become a culturally responsive educator.
  - Analyze personal dispositions and skills for becoming an innovative educator in PreK-12 classrooms with the goal of equity and advocacy for all students and families.

- **Practicum**
  - Complete a minimum of 20 hours of observation and practical experience in a PreK-12 setting.
  - Describe the teacher's classroom climate and analyze it for culturally-responsive strategies employed.
  - Describe and reflect on culturally-responsive guidance practices and strategies.
  - Analyze classroom procedures for differentiation, grouping, language scaffolding, assistive technology, active learning strategies, and inclusion.
  - Analyze materials, resources and assessments for diversity, equity and inclusion (DEI).
  - Identify intentional strategies the teacher employs for inclusion of diverse populations in classroom climate, management, materials, instructional strategies, and assessments.
  - Provide direct instructional assistance to students either individually or in small groups.

**Major Topics to be Included**

- Culturally Responsive Teaching and Learning
- Access, Equity, and Inclusion
- Community and Relations
- Advocacy
- Practicum

**Date Created/Updated** (Month, Day, and Year): **Spring 2023**