



CHNG 320: ChangeLab Project, International / EDUC 385: Multicultural Understanding Syllabus

ChangeLab Project, International (CHNG 320)/Multicultural Understanding
(EDUC 385) Spring 2024

Instructor	Dr. Amanda Quesenberry
E-mail	aquesen@ilstu.edu
Course Meeting Days and Time	M/W 2:00-3:15 pm
Office Hours	By appointment

Catalog Description:

CHNG 320: ChangeLab Project International

This is an experiential learning opportunity in which students complete real-world projects for start-ups or organizations (business, not-for-profit, civic, or educational). Projects have a social responsibility focus. All teams are guided by a coach. Competencies are developed in project management, teamwork, professional interaction, and presentation skills. Students draw upon diverse team member strengths to deliver value on their projects. Course is repeatable. Projects change each time the course is taught.

EDUC 385: Multicultural Understanding

Introduction to diverse lifestyles related to a variety of cultural groups. The worth of each individual emphasized, and the importance of this view for developing the understanding required for intercultural relationships stressed.

Credit Hour Policy Statement:

This class meets the federal credit hour policy through a combination of lecture + laboratory (or lecture + practicum) for a total of 45-75 hours of supervised learning activities for each credit.

Course Learning Objectives:

Project-Related Objectives:

1. Establishment of team
2. Establishment of project objectives
3. Establishment of work plan
4. Carryout work plan with team and partners
5. Share project outcomes

Cross-Cultural Learning Objectives:

1. Identify one's cultural identity and increase self-awareness as a person and a global educator.

2. Define multicultural education and explain its relationship to educational processes in the world.
3. Analyze issues related to equity, inequity, and excellence in schools.
4. Illustrate culturally responsive teaching and learning strategies.
5. Compare and contrast education in global settings.
6. Explore education within a greater sociopolitical system.

Methods of Instruction:

Class experiences are based on the following beliefs about learning:

- Learning is reflective and active. As such, we will actively explore our thoughts and reflections related to course materials through dialogue and discovery.
- Learning occurs as we make connections to our own experiences and as we explore tensions with our current beliefs. Thus, in this class we will consider connections among course materials and our own lives – past, present, and future. As tensions arise with our past and/or current values, we will reflect on our experiences and construct new ways of thinking, perceptions, and beliefs.
- Learning occurs when we feel ownership of our learning. Providing choices in what we learn and how we connect course materials to our daily lives increases retention of information and application in daily life.
- Learning occurs in spaces with multiple dimensions of knowing. In an effort to expand our world view, we will allow space for individuals to explore and consider ways of learning/understanding/knowing that may be different from our own.
- Learning is a process of inquiry. As lifelong learners, each of us should search out the questions that matter in our lives and to develop strategies for exploring those questions and sharing our understandings with others.

Textbooks and Required Reading:

- Nieto, S. & Bode, P. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. (7th Edition). Boston: Pearson Education, Inc.
- Additional readings will be provided by the instructor in Black Board (BB)

Course Schedule:

	Day 1 Topics/Readings	Day 2 Topics/Readings	Assignments All assignments Due Sunday at 10 pm
Week 1 January 15-21	Activities/Topic: Introductions and Course overview; Service Learning Readings: <ul style="list-style-type: none"> • Berger Kaye (2010). Chapter 1- What is Service Learning? • Berger Kaye (2010). Chapter 2- A Blueprint for Service Learning 	Topic: Multicultural Education Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 3- Racism, Discrimination, and Expectations of Students' Achievement 	<ul style="list-style-type: none"> • Reflective Journal
Week 2 January 22-28	Topic: Multicultural Education Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 4- Structural & Organizational Issues in Classrooms & Schools • Nieto & Bode (2018). Chapter 5- Culture, Identity, & Learning 	Activities/Topic: Team Development Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 6- Linguistic Diversity • Nieto & Bode (2018). Chapter 7- Understanding Student Learning & School Achievement 	<ul style="list-style-type: none"> • Reflective Journal
Week 3 January 29- February 4	Activities: School visit- introductions/discuss project options Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 1- Understanding the Sociopolitical Context of Schooling 	Activities: Team meetings to develop project plans Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 2- Defining Multicultural Education for School Reform 	<ul style="list-style-type: none"> • Reflective Journal

Week 4 February 5-11	Activities: Team meetings to develop project plans	Activities: Present project plans to school personnel	<ul style="list-style-type: none"> • Reflective Journal • Project Plans
Week 5 February 12-18	Activities: Team meetings to discuss plan implementation and ongoing progress monitoring	Activities: Team meetings to discuss plan implementation and ongoing progress monitoring	<ul style="list-style-type: none"> • Reflective Journal • Plan Monitoring Form
Week 6 February 19-25	Activities: Plan implementation/ongoing progress monitoring	Activities: Plan implementation/ongoing progress monitoring	<ul style="list-style-type: none"> • Reflective Journal • Plan Monitoring Form
Week 7 February 26-March 3	Activities: Plan implementation/ongoing progress monitoring	Activities: Plan implementation/ongoing progress monitoring	<ul style="list-style-type: none"> • Reflective Journal • Plan Monitoring Form
Week 8 March 4-10	Midterm Break		
Week 9 March 11-17	Activities: Team Work or Plan implementation/ongoing progress monitoring, as needed	Activities: Team Work or Plan implementation/ongoing progress monitoring, as needed	<ul style="list-style-type: none"> • Reflective Journal • Plan Monitoring Form
Week 10 March 18-24	Activities/Topic: Team Work or Plan implementation/ongoing progress monitoring, as needed; Learning from Students Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 8- Learning from Students 	Activities/Topic: Team Work or Plan implementation/ongoing progress monitoring, as needed; Learning from Students Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 8- Learning from Students 	<ul style="list-style-type: none"> • Reflective Journal • Plan Monitoring Form
Week 11 March 25-31	Activities/Topic: Evaluation Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 9- Adapting Curriculum for Multicultural Classrooms 	Activities/Topic: Evaluation Readings: <ul style="list-style-type: none"> • Nieto & Bode (2018). Chapter 10- Affirming Diversity: Implications for Teachers, Schools, Families, & Communities 	<ul style="list-style-type: none"> • Reflective Journal • Evaluation Draft
Week 12 April 1-7	Team Work- Prep Portfolio/Presentation	Team Work- Prep Portfolio/Presentation	<ul style="list-style-type: none"> • Reflective Journal • Portfolio/Presentation
Week 13 April 8-14	Team Work- Prep Portfolio/Presentation	Team Work- Prep Portfolio/Presentation	<ul style="list-style-type: none"> • Reflective Journal • Portfolio/Presentation
Week 14 April 15-21	Team Work- Prep Portfolio/Presentation	Presentations- School, Harlaxton, UE	<ul style="list-style-type: none"> • Reflective Journal • Portfolio/Presentation
Week 15 April 22-28	Presentations- School, Harlaxton, UE	Presentations- School, Harlaxton, UE	<ul style="list-style-type: none"> • Reflective Journal • Portfolio/Presentation

***This is a tentative schedule and is subject to change. When changes are made, you will be notified by the course instructor.**

Grading Criteria:

Students will be evaluated based on the strength of their contributions to the team throughout the semester to collaborate with a local school to develop and deliver materials and services found to be mutually beneficial to all involved parties. Grades will be allocated as follows:

- Attending all classes/group meetings- arriving on time, no early departures (10%)
- Individual contributions to the group- use active listening, ask questions to seek clarity, contribute to the group respectfully, etc. (25%)
- Work collaboratively to develop project goals, carry out plans, and evaluate outcomes. (25%)
- Presentation/Portfolio (25%)
- Individual Reflections (15%)

Course Grading Scale

A = 94% - 100%		A- = 90% - 93%
B+ = 87% - 89%	B = 84% - 86%	B- = 80% - 83%
C+ = 77% - 79%	C = 74% - 76%	C- = 70% - 73%
D+ = 65% - 69%		D = 60% - 64%
F = 59% and below		

Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long-term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty (e.g., a third-letter grade (A- to B+).

Policy Governing Excused Absences.

- Excused absences are not given to facilitate student travel independent of college-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.

- Instructors are required to assist students in these occasional situations of excused absences.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

Disability Policy:

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.

Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator:

cs175@evansville.edu · Keith Gehlhausen, Executive Director of HR and Institutional Equity:

kg77@evansville.edu ·

Title IX:

titleix@evansville.edu

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

University of Evansville

- Counseling Services: counselingservices@evansville.edu, 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, lseyby@harlaxton.ac.uk
- Counselling Services: counselling@harlaxton.ac.uk

References:

Berger Kaye, C. (2010). *The complete guide to service learning*. (2nd Ed.) Free Spirit Press.

Nieto, S. & Bode, P. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. (7th Ed.). Pearson Education, Inc.