

IUS SOE Graduate Studies
Knowledge Bases* for Diversity in Core Courses (H520, J500, P507, P510)

Candidates learn:		Course Number	<u>Activity/ Assessment</u>	Rubric Yes/No
1.0	Foundations of Multicultural Education			
1.1	Definitions of multicultural education	H520	Lecture/Group Discussion	No
1.2	Key terms such as diversity, cultural pluralism, assimilation, culture, enculturation, acculturation, xenophobia, ethnocentrism, Eurocentrism, racism, classism, sexism, homophobia, prejudice, discrimination, antiracism, antibias, inclusion, exclusion, etc.	H520	Lecture/Group Discussion	No
		J500	Teachers write and perform a 5-minute play	Yes
1.3	Principles of multicultural education (i.e., differences are not deficits; culture influences the way students learn, etc.)	H520	Lecture/Group Discussion	No
1.4	Models of multicultural curriculum infusion	H520	Diversity Project	Yes
1.5	Models of personal stages of development from ethnocentrism to multiculturalism and globalism	H520	Lecture/Group Discussion	No
1.6	Theory and research that undergirds multicultural education as a discipline.	H520	Individual Projects/Journal	Yes
		J500	Teacher Research Project	Yes
2.0	Sociocultural Contexts of Human Growth and Psychological Development in Marginalized Ethnic and Racial Cultures			
2.1	Ethnic patterns of social, physical, and cognitive development	P510	Taught are characteristics, qualities, values, beliefs, cultures of children from diverse backgrounds. Issues about interrelationships of variables (SES, family background, culture, etc.) are discussed with the use of educational psychology concepts, principles, and theories.	

Candidates learn:		Course Number	Activity/ Assessment	Rubric Yes/No
2.2	Patterns and stages of ethnic identity including self-concept and self-image development	H520	Lecture/Group Discussion	No
2.3	Influences of culturally determined and unique patterns of family organization, childrearing practices, and other processes of socialization and development	H520	Group Projects	Yes
		P510	Taught are characteristics, qualities, values, beliefs, cultures of children from diverse backgrounds. Issues about interrelationships of variables (SES, family background, culture, etc.) are discussed with the use of educational psychology concepts, principles, and theories.	
2.4	Cultural influences on motivation	P510	Taught are characteristics, qualities, values, beliefs, cultures of children from diverse backgrounds. Issues about interrelationships of variables (SES, family background, culture, etc.) are discussed with the use of educational psychology concepts, principles, and theories.	
2.5	Resilience among non-mainstream ethnic and racial cultures	H520	Lecture/Group Discussion	No
2.6	Critical theory perspectives regarding conventional norms and definitions of “developmentally appropriate practice”	H520	Diversity Project	Yes

*Adapted from Common Senses about Uncommon Knowledge: The Knowledge Bases for Diversity, G. Pritchey Smith (1998), AACTE Publications (with permission from Pritchey Smith)

Candidates learn:		Course Number	Activity/ Assessment	Rubric Yes/No
3.0	Cultural and Cognitive Learning Style Theory and Research			
3.1	Profiles of cultural learning styles for African American, Hispanic American, Native American, Asian American, and other cultural groups	H520	Discussions/Readings	No
3.2	Theory and research that undergirds cultural learning-style profiles for each group	H520	Discussions/Readings	No
3.3	The skills to use cultural learning-style profiles effectively	H520	Discussions/Readings	No

4.0	Language, Communication and Interactional Styles of Marginalized Cultures			
4.1	Theory and research on language acquisition, particularly of native speakers of languages other than English and English dialects	H520	Group Presentation	Yes
4.2	Cultural communication and interaction styles (verbal and nonverbal)	H520	Discussions/Readings	No
4.3	Principles and strategies of teaching English as a second language to speakers of culturally unique English dialects and speakers of first languages other than English	H520	Group Presentation	Yes
4.3.1	Black English	H520	Discussions/Readings	No
4.3.2	Hispanic American Bilingualism	H520	Group Presentation	Yes
4.3.3.	Native American and low incidence minority languages	H520	Discussions/Readings	No

5.0	Essential Elements of Cultures			
5.1	A schema for learning about any culture	H520	Discussions/Readings	No
5.1.1	Patterns of Knowledge and ways of knowing	H520	Discussions/Readings	No
5.1.2	Patterns and relevance of values, belief systems, worldviews, customs, traditions, mores, and spirituality	H520	Lecture/Discussions	No
5.1.3	An ancient through modern history of a culture's people (heroines and heroes), artifacts, music, dance, science, technology, mathematics, philosophy, architecture, government, etc.	H520	Diversity Project Lecture/Discussions	Yes
5.1.4	Unique ways different voices of a culture express relationships to other cultures, particularly the dominant culture	H520	Lecture/Discussions	No

Candidates learn:		Course Number	<u>Activity/ Assessment</u>	Rubric Yes/No
5.1.5	Patterns of unique skills and behaviors			
5.1.6	Patterns of perception and cognition (cognitive styles)	H520	Lecture/Discussions	No
		J500	Inclusion of Multiple Intelligence in Teacher Research. Class Discussions.	Yes
5.1.7	Languages and communication styles including verbal and nonverbal nuances	H520	Group Presentation	Yes
5.2	A study of the above essential elements in the context of specific or regional cultures (i.e., African American, Mexican American, Navajo, Korean American, etc.)	H520	Lecture/Discussions	No
6.0	Principles of Culturally Responsive Teaching and Culturally Responsive Curriculum Development	H520		
6.1	Principles of culturally responsive pedagogy	H520	Diversity Project	Yes
6.1.1	Definitions such as: culturally responsive pedagogy, cultural synchronization, cultural incongruity, etc.	H520	Diversity Project	Yes
6.1.2	Major premises of culturally responsive teaching	H520	Diversity Project	Yes
6.2	Principles of culturally responsive curriculum development	H520	Diversity Project	Yes
7.0	Effective Strategies for Teaching Minority Students			
7.1	Effective teaching research	H520	Lecture/Discussions	No
		J500	Teacher Research Project	Yes
		P510	Read, discuss and apply effective teaching	
7.2	Effective schools research	H520	Lecture/Discussions	No
7.3	Cooperative learning research	H520	Diversity Project	Yes
7.4	Craft wisdom research	H520	Lecture/Discussions	No
7.5	Resilient child research	H520	Individual Projects	Yes

Candidates learn:		Course Number	Activity/ Assessment	Rubric Yes/No
7.6	Parental involvement research	H520	Individual Projects	Yes

8.0	Foundations of Racism			
8.1	History of prejudice, discrimination, and racism in the United States	H520	Lecture/Discussions	No
8.2	Theory and research on how racist attitudes, stereotypes, and prejudices are learned and integrated into self image, personality structure, and ethnic identity	H520	Lecture/Discussions	No
8.3	Effects of racism on members of the dominant white culture and members of minority cultures	H520	Lecture/Discussions	No
8.4	The literature of theory and research on changing negative racial attitudes and negative attitudes toward diversity	H520	Lecture/Discussions	No
8.5	Scales and instruments that purport to measure racism and attitudes toward diversity	H520	Attitudes Belief Summary	Yes
8.6	A study of anti-bias, anti-racist curricula	H520	Lecture/Discussions	No

9.0	Effects of Policy and Practice on Culture, Race, Class, Gender, and Other Categories of Diversity			
9.1	Effects of ability grouping and curriculum tracking	H520	Lecture/Discussions	No
9.2	Effects of segregated schools by race and class	H520	Group Projects	Yes
9.3	Effects of school choice, privatization and vouchers	H520	Group Projects	Yes
9.4	Effects of inequitable school funding	H520	Lecture/Discussions	No
9.5	Effects of discipline policy and practice on minority students	H520	Group Projects	Yes
9.6	Effects of teacher expectations and teacher-student interactions	H520	Journaling	Yes
9.7	Effects of standardized testing	H520	Group Projects	Yes

10.0	Culturally Responsive Diagnosis, Measurement, and Assessment			
10.1	Theory and research on skewed diagnosis	P507	Discussion/Lecture	No
10.2	The validity literature on specific intelligence tests, achievement tests, and aptitude tests, K-higher education	P507	Discussion/Lecture	No

Candidates learn:		Course Number	Activity/ Assessment	Rubric Yes/No
10.3	The literature that questions the use of tests to allocate educational opportunity in a democratic society	P507	Discussion/Lecture	No
10.4	The literature on alternative and authentic assessment	H520	Diversity Project	Yes

11.0	Sociocultural Influences on Subject-Specific Learning			
11.1	Theory and research on the influence of cultural belief systems, values, and expectations that influence non-White ethnic children's learning and achievement in specific subject area, i.e., mathematics, science, standard English, reading, art, etc.	H520	Discussion/Lecture	No
11.2	Theory and research on linguistic factors of non-native speaking and dialect speaking groups on mastery of skills in specific subjects	H520	Discussion/Lecture	No

12.0	Gender and Sexual Orientation			
12.1	Gender	H520	Group Projects, Journals	Yes
12.1.1	Definitions of key terms (nonsexist education, gender-free education, gender sensitive education, non-sexist and culturally inclusive education, feminism, androcentrism, sexism, sex discrimination, etc.)	H520	Discussion/Individual Projects	Yes
12.1.2	History of sexism in the United States and a more inclusive history of women's lives and contributions in U.S. history	H520	Discussion/Lecture	No
12.1.3	Theory and research on principles of human growth and development, gender identity and moral development that challenge male-as-norm models	H520	Discussion/Lecture	No
12.1.4	Theory and research documenting sex discrimination against females in the education system (teacher-student interaction, testing, learning style and communication style preferences, and gender oppressive language, etc.)	H520	Children's Literature Activity Discussions/Lecture	No
12.1.5	Principles of nonsexist-culturally inclusive curriculum development	H520	Children's Literature Activity Discussions/Lecture	No
12.1.6	Knowledge of materials for gender and culture inclusive elementary, middle and secondary school curricula	H520	Diversity Projects	Yes
12.2	Sexual Orientation	H520	Discussion/Lectures	No
12.2.1	Introductory level knowledge about human sexuality including gay, lesbian, and bisexual development and personal empowerment	H520	Discussion/Lectures	No

Candidates learn:		Course Number	<u>Activity/ Assessment</u>	Rubric Yes/No
12.2.2	The unique psychological, emotional and educational needs of gay, lesbian, and bisexual students including research on internalized homophobia, alienation, and other psychosocial aspects of peer, family and social rejection and acceptance	H520	Discussion/Lectures	No
12.2.3	Contemporary survey profiles and literature that present public attitudes regarding homosexuality	H520	Discussion/Lectures	No
12.2.4	A study of personal lives and voices of gay, lesbian, and bisexual teachers and students	H520	Discussion/Readings	No
12.2.5	An examination of gay, lesbian, and bisexual orientation in a variety of cultural contexts, i.e., African American, Hispanic American, Asian American, Native American, and European American, etc., and in the context of other diversity variables such as social class, gender, and religion	H520	Discussion/Readings	No
12.2.7	Survey knowledge of curriculum and school materials suitable for instruction about historical contributions to society of notable gay men and lesbian women, instruction for self acceptance and peer acceptance, and instruction on HIV education			

13.0	Experiential Knowledge			
13.1	Personal and multicultural lifestyle experiences (informal and planned)	H520	Informal	No
13.2	Supervised clinical experiences demonstrating culturally responsive teaching of culturally diverse student populations			