A. Course Description

Credits: 4

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course is designed for graduate level study and conducted in seminar format. The purpose is to explore the impact of successful teaching of diverse students in urban classrooms. Students in the seminar will examine issues related to urban education mirrored in research, theory, and practice while looking at instructional approaches as reflected in the Standards of Effective Practice. Topics will include but not exclusive to multicultural competencies, curriculum transformation, and teacher dispositions. In addition, students will come to understand the role of the students' family, culture, social class, and ethnicity. The seminar is designed to meet several Standards of Effective Practice for the State of Minnesota Board of Teaching (BOT) (State Statute 8700.2000) for all teacher licensing programs.

B. Course Effective Dates: 01/09/2006 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Create an educational philosophy based on multicultural education curriculum and multicultural teaching practice, strategies, and/or dispositions.
2. Demonstrate an ability to work with a culturally diverse student population.
3. Develop an ability to identify cultural and linguistic strengths of urban learners and families to foster student learning.
4. Develop an awareness of personal and social identities based on race, social class, gender, language, sexual orientation, and disability and how they impact teaching.
5. Develop as a reflective practitioner for the educational setting.
6. Develop knowledge of research, theories, and strategies that foster resiliency.
7. Expand awareness and understanding how privilege, race, racism, and prejudice influence choices of instructional practice.
8. Gain an awareness of family and community dynamics that influence student achievement.
9. Identify and analyze learning approaches (e.g., practices) for achieving academic equity and achievement with diverse learners.
10. Identify key components that foster school district efforts to close the achievement gap.
11. Implement reflective techniques and strategies.
12. Learn effective educational practices, strategies, and dispositions that support the academic needs of urban learners.
13. Learn the interrelationships of culture, home language, and classroom instruction.
14. Understand cultural, ethnic, and linguistic demographics and contributions to schooling in Minnesota and the nation.
15. Understand key concepts addressed in the Minnesota Board of Teaching Standards of Effective Practice.
16. Understand the lenses of reflective practice.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information
Note: Departmental Approval required to register. Clinical field experience hours are part of the course requirements. This is an introductory graduate-level course for students seeking to complete the post-baccalaureate process for teaching licensure. Post-baccalaureate students who have taken EDU 200 Introduction to Urban Education and EDU 203 Multicultural Education should not take this course.

Community Engagement