

**STATEWIDE ARTICULATION AGREEMENT  
BETWEEN  
MISSOURI FOUR-YEAR COLLEGES AND UNIVERSITIES  
AND  
MISSOURI PUBLIC COMMUNITY COLLEGES  
FOR THE  
ASSOCIATE OF ARTS IN TEACHING (AAT)**

**Overview**

This formal program articulation agreement is made and entered into by the Missouri four-year colleges and universities that are signatories to this agreement, hereafter referred to as four-year transfer institutions or transfer institution, and the public community colleges of Missouri, hereafter referred to as community colleges. By this agreement, Missouri's four-year transfer institutions and community colleges express a shared commitment to increase student access to and success in higher education, and specifically to increase the number and quality of certified teachers prepared by and graduating from Missouri's colleges and universities. By clarifying transfer policies and procedures, which ensure articulation between programs, Missouri's colleges and universities commit to assisting students in making a seamless transfer from the associate's to the baccalaureate degree.

**Purpose**

This agreement provides students who have earned an Associate of Arts in Teaching degree (AAT) at a Missouri community college the opportunity to complete a Bachelor of Arts or Bachelor of Science in Education at four-year transfer institution in the state. By this agreement, any Missouri community college student who has earned an AAT degree from any Missouri community college is guaranteed consistent treatment by the four-year transfer institution in accordance with the Missouri Coordinating Board for Higher Education's (CBHE) Credit Transfer Policy, Principles of Best Practice and related addenda and clarifying comments. The AAT degree to which this agreement refers is attached.

**Conditions of Transfer**

***Section I: Admissions and Matriculation***

Community college students maintaining continuous enrollment under this agreement will be afforded the same treatment and protection as native college or university students enrolled under a specific catalog.

Criteria for acceptance into the four-year transfer institution will be the same for community college AAT completers as for native college or university students or transfers from other colleges or universities. Criteria for acceptance into the four-year universities' Colleges of Education or teacher education programs, including grade point average and MoGEA score minimums, will be the same as for native college or university students at the transfer institution. These minimums may be higher than the minimums established for completion of the AAT degree.

Missouri's community colleges, upon request of students, will provide verification of completed courses to four-year transfer institution through its office of admissions and records. The transcripts of students transferring from community colleges will be evaluated by the registrar's office at the four-year transfer institution in a manner consistent with this agreement.

Four-year transfer institutions will apply the same academic progress and graduation standards to community college AAT degree completers' students as those applicable to native college or university students.

### ***Section II: Transfer of Credit***

Students completing an AAT degree from a Missouri community college, upon acceptance into teacher preparation program at four-year transfer institution, will have junior standing.

The four-year transfer institution will accept in transfer all 62 credit hours required for completion of the AAT degree as meeting requirements of its baccalaureate degree in teacher education.

The four-year transfer institution may accept additional credit hours from the community college on a course-by-course basis for those courses that meet additional program or degree requirements at the transfer institution.

To ensure that all of the 62 credit hours of the AAT degree at the community college meet program and degree requirements at the four-year transfer institution, a program plan will be developed that specifies the courses that students should take at both the community college and four-year transfer institution. These program plans, which may be specific to each community college and four-year transfer institution, will in all cases include acceptance of the 62 credit hours of the AAT degree earned at any Missouri community college.

### ***Section III: Program Plans***

Each institution that is signatory to this articulation agreement commits to developing, publishing, and maintaining a program plan that details the specific courses that students must take at each institution in order to complete both the AAT degree and baccalaureate degree. Program plans will describe in detail how an AAT completer from any Missouri community college will be accepted in transfer at each signatory four-year transfer institution.

Each program plan will detail a course of study that will ensure 1) that AAT completers will not be required to repeat coursework or any significant material or experiences at the four-year transfer institution that they had already completed as part of the AAT degree at the community college, and 2) that AAT degree completers will not be required to complete a greater number of credit hours than native college or university students in order to earn the baccalaureate degree in teacher preparation.

AAT degree completers who follow the program plans of any Missouri four-year transfer institution will be assured of seamless transfer from any Missouri community college to that institution.

### **Term of Agreement**

This agreement is made and entered into effective with the beginning of the academic year **TBD** and remains in force unless changed in writing by mutual agreement of the affected institutions. The agreement may be amended at any time with the approval of all parties and is subject to regular review to ensure currency with the respective degree requirements. Should any party desire to discontinue this agreement, advance notification of two years will be required.

### **Dispute Resolution**

Updated Draft Reflective of Proposed Changes 4.5.16

Signatories to this agreement agree to adhere to the dispute resolution processes contained in the CBHE Credit Transfer Policy. In addition, signatories agree to submit disputes regarding the implementation of this agreement to the CBHE Committee on Transfer and Articulation for review and recommendation to the Missouri Commissioner of Higher Education, whose decision will be binding, subject only to appeal to the full Coordinating Board for Higher Education.

**Signatories**

The Missouri public community colleges and four-year colleges and universities hereby enter into this program articulation agreement leading from the Associate in Arts in Teaching degree to the Bachelor of Arts or Science in teacher preparation by the affixing of signatures of the chief executive officers of the institutions.

***Two-Year Chief Executive Officers***

\_\_\_\_\_  
2-year name, title  
2-year institution formal name

\_\_\_\_\_  
Date

\_\_\_\_\_  
2-year name, title  
2-year institution formal name

\_\_\_\_\_  
Date

\_\_\_\_\_  
2-year name, title  
2-year institution formal name

\_\_\_\_\_  
Date

ETC.

***Four-Year Chief Executive Officers***

\_\_\_\_\_  
Four-year name, title  
Four-year institution formal name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Four-year name, title  
Four-year institution formal name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Four-year name, title  
Four-year institution formal name

\_\_\_\_\_  
Date

ETC.

**ATTACHMENT A**

MISSOURI COMMUNITY COLLEGE ASSOCIATION

**Statewide Associate of Arts in Teaching (AAT) Degree**

***Approved by the Missouri Coordinating Board for Higher Education, ~~December 14, 2006~~***

**General Education:**

Statewide general education core 42 credit hours

*General education credits should be carefully selected with the help of an advisor whenever possible to meet degree requirements and prerequisites, to prepare for the MoGEA, and to address level and area of teacher preparation.*

**Required Teacher Education Core Courses**

*All courses will be identified as education courses and numbered at the 200 level.*

Educational Psychology (same name of course)	3 credit hours
Educational Technology (is currently Technology for Teachers)	3 credit hours
Foundations of Education in a Diverse Society (is currently Foundations of Education)	3 credit hours
Teaching Profession with Field Experience (same name of course)	3 credit hours
<hr/>	
Total Required Core Courses	12 credit hours

Electives or other institutional requirements 8 credit hours

**Common Teacher Education Electives That May Be Offered:**

Education of Exceptional Learners	3 credit hours
Multicultural Education	3 credit hours

*Electives may be selected from education electives, content areas, or any other courses. Electives should be carefully selected with the help of an advisor at the receiving institution to meet degree requirements, prerequisites, preparation for the MoGEA, and planned level and area of teacher preparation.*

**Other Requirements:**

Students must achieve a minimum cumulative GPA of 2.75\*.

Students must achieve a minimum professional education GPA of 2.75\*.

Students must achieve the required institutional passing score on each section of the MoGEA.

\*Note: Individual institutional requirements may be higher than proposed minimums.

Total Credit Hours Required for AAT Degree 62 credit hours

*Four-year transfer institutions may have additional requirements including higher GPA or MoGEA scores. Students are encouraged to work closely with an advisor at the receiving institution so that they may understand and prepare to meet all entrance requirements.*

**Course Title:** Educational Psychology

**Credit Hours:** 3

**Course Description:** This course is designed to help students relate theories and principles of educational psychology to teaching, learning, and assessment. This course focuses on the diversity of learners and learning processes, as well as teacher characteristics, classroom strategies, and data analysis in P-12 classrooms. Appropriate strategies for increasing motivation, multi-dimensional development, and academic achievement for all learners are introduced.

**Prerequisite:** General Psychology or a developmental psychology course

**Course Outcomes:**

The student will:

1. Demonstrate an awareness of teaching methodologies used to engage students in subject matter (MoSPE/MIPEC 1A2).
2. Demonstrate a basic knowledge of principles of human development (MoSPE/MIPEC 2A1).
3. Demonstrate a basic knowledge of theories of learning (MoSPE/MIPEC 2A3).
4. Demonstrate an understanding that students differ in their approaches to learning (MoSPE/MIPEC 2A4).
5. Identify how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning (MoSPE/MIPEC 2A5).
6. Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (MoSPE/MIPEC 3A2).
7. Demonstrate a basic understanding of multiple strategies for effective student engagement (MoSPE/MIPEC 4A3).
8. Recognize principles of classroom management, motivation, and engagement (MoSPE/MIPEC 5A1).
9. Recognize the importance of using formative and summative assessment strategies (MoSPE/MIPEC 7A1).
10. Recognize how data are used to guide informed educational decisions (MoSPE/MIPEC 7A2).
11. Recognize the importance of self- and peer assessment (MoSPE/MIPEC 7A3).
12. Recognize the role of assessment data in showing the effectiveness of instruction on individual/class learning (MoSPE/MIPEC 7A4).
13. Recognize the importance of collaboration in the data analysis process (MoSPE/MIPEC 7A6).

**Course Outline:** Educational Psychology

- I. Learning Theories**
  - A. Behaviorist
  - B. Social cognitive
  - C. Information processing
  - D. Constructivism
  
- II. Principles of Development**
  - A. Piaget's theory of intellectual development
  - B. Vygotsky's socio-cultural view of development
  - C. Language development
  - D. Personal development
  - E. Theories of social and moral development
  
- III. Learner Differences**
  - A. Intelligence – Multiple intelligences
  - B. At-risk students
  - C. Exceptionalities
  
- IV. Motivation**
  - A. Theories of motivation
  - B. Motivation in the classroom
  
- V. Classroom Management**
  - A. Planning and communication
  - B. Behavioral interventions
  - C. Developmental discipline
  
- VI. Principles of Instruction**
  - A. Lesson planning
  - B. Essential skills
  
- VII. Assessment**
  - A. Formal and informal assessment
  - B. Formative and summative assessment
  - C. Alternative assessment
  - D. Standardized testing

**Course Title:** Educational Technology

**Credit Hours:** 3

**Course Description:** In this course students will learn how to integrate instructional technology into P-12 classrooms. Students will study a variety of software programs, presentation technology, telecommunication tools, and assistive technology. The focus will also be on social, ethical, legal, and human issues surrounding the use of technology.

**Prerequisite:** English Composition I

**Course Outcomes:**

The student will:

1. Demonstrate a sound understanding of current guidelines for technology in education (MoSPE/MIPEC 3A1).
2. Demonstrate competency in 21<sup>st</sup> century skills related to educational technology (MoSPE/MIPEC 3A2, 6A1, 6A3, and 6A4).
3. Demonstrate an awareness of current methods, strategies, and assistive and adaptive technology for using technology to maximize student learning among diverse learners, including English Language Learners (MoSPE/MIPEC 1A4, 2A4, 2A5, 4A2, and 6A3).
4. Develop technology strategies to facilitate a variety of formative and summative assessment techniques (MoSPE/MIPEC 4A2 and 7A1).
5. Demonstrate the use of technology to enhance personal and professional productivity (MoSPE/MIPEC 8A3 and 9A3).
6. Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology (MoSPE/MIPEC 3A2, 4A1, 6A1, 7A5, 8A3, and 9A1).
7. Demonstrate an ability to apply adaptive and assistive technology in support of diverse learners, including English Language Learners (MoSPE/MIPEC 1A5, 2A6, and 6A4).

**Course Outline:** Educational Technology

- I. Guidelines for Technology**
  - A. MoSPE/MIPEC standards and competencies
  - B. Current state, national and international standards
  
- II. Technology Skills**
  - A. Desktop, laptop, tablet, mobile devices
  - B. Multimedia tools
  - C. Learning management systems, synchronous/asynchronous learning, cloud-based learning, blended/hybrid learning
  - D. Internet
  
- III. Technology to Maximize Student Learning**
  - A. 1:1 technology, flipped and virtual classrooms
  - B. Applications, open source, and website resources
  - C. Innovative teaching and learning through technology integration
  - D. Models of effective instruction with technology (tools of inquiry)
  - E. Application of Bloom’s Digital Taxonomy
  
- IV. Technology and Informal and Formal Assessment Techniques**
  - A. Principles, research, and appropriate assessment practices related to the use of computers and technology resources
  - B. Formal, informal, and authentic assessment strategies for P-12 learners
  - C. Websites that provide variety of assessment strategies for students
  - D. Technology to assess students’ prior knowledge
  
- V. Technology to Enhance Personal Productivity and Professional Practice**
  - A. Formal (courses) and informal professional learning networks (MOOCS)
  - B. Professional development through social media (eLearning)
  - C. Conduct research, including using and correctly documenting electronic sources
  - D. The effect of technology on the nature of work and communication
  - E. Use of technology for lifelong learning
  
- VI. Technology and Social, Ethical, Legal, and Human Issues**
  - A. Copyright issues
  - B. School districts’ Appropriate Use Policies (AUP)
  - C. School-wide computer security
  - D. Digital citizenship and netiquette
  - E. Equity and fair use issues
  
- VII. Strategies for Integrating Technology in Support of Diverse Learners**
  - A. Assistive technology and adaptive devices for exceptional learners
  - B. Strategies for meeting the needs of English Language Learners

**Course Title:** Foundations of Education in a Diverse Society

**Credit Hours:** 3

**Course Description:** This course is designed to examine educational practice from diverse historical, philosophical, sociological, economic, and legal perspectives. The course will address issues of educational equity, sociocultural influences on teaching and learning, and how teachers and schools can contribute to interpersonal and intercultural understanding and respect, social justice, and democratic citizenship. Students will explore the nature of school environments, the fundamental goals of education in the American public school, English Language Learners, the relationship between school and a diverse society, the organization of school curricula, and characteristics of effective schools and instruction in grades P-12.

**Prerequisite:** English Composition I

**Course Outcomes:**

The student will:

1. Demonstrate an understanding of cultural diversity and the potential for bias in teaching (MoSPE/MIPEC 1A5).
2. Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues (MoSPE/MIPEC 2A6, 8A1, and 8A3).
3. Demonstrate a basic knowledge of how differing philosophic views imply different approaches to learning (MoSPE/MIPEC 2A3).
4. Demonstrate an understanding of curriculum, instructional alignment, national and state standards (MoSPE/MIPEC 3A1).
5. Demonstrate an understanding that students from varied cultural backgrounds may differ in their approaches to learning (MoSPE/MIPEC 2A4).
6. Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (socioeconomic status, ethnicity, English Language Learners, exceptionality, etc.) (MoSPE/MIPEC 3A2).
7. Recognize the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning (MoSPE/MIPEC 5A3).
8. Recognize legal and ethical practices and the influence of district policies and school procedures on professional practice (MoSPE/MIPEC 8A3).
9. Identify strategies for fostering appropriate collaboration with colleagues and school personnel (MoSPE/MIPEC 9A1).
10. Recognize the importance of developing relationships and applying services with students, families, and communities in support of student learning (MoSPE/MIPEC 9A2 and 9A3).

**Course Outline:** Foundations of Education in a Diverse Society

- I. History of Educational Practice**
  - A. European beginnings to 21<sup>st</sup> century
  - B. Pioneers in education
  - C. Major events and trends in American educational history
  
- II. Philosophy of Educational Practice**
  - A. Philosophical roots of education
  - B. Intentions of education
  - C. Major philosophers and theorists
  - D. Curriculum, instruction, and assessment
  
- III. Political Foundations**
  - A. Governing public education at local, state, and federal levels, with emphasis on Missouri
  - B. Financing public education
  - C. Exploring state and national standards
  
- IV. Ethical and Legal Foundations**
  - A. Reflective practice and professional growth
  - B. Ethical decision making
  - C. Legal aspects of education
  - D. Rights and responsibilities of public school students, parents, and teachers
  
- V. Sociological Insights Into Educational Practice**
  - A. Equal educational opportunity (SES, ethnicity, ELL, exceptionality, etc.)
  - B. Awareness of how school and home environment affect student success
  - C. Societal influences
  - D. Peer group influences
  - E. Risk factors
  - F. Standards movement
  - G. Effective vs. ineffective schools and school choice
  - H. School life

**Course Title:** Teaching Profession with Field Experience

**Credit Hours:** 3

**Course Description:** This course includes an introductory, minimum 30 hours of school field experience in accredited P-12 classroom(s) that provide opportunities to observe and contribute to teaching and learning. This course allows preservice teachers to connect firsthand school experience with an emerging professional knowledge base. The course develops professional knowledge of diverse educational settings through observation, instruction, experience, and reflection. This course is designed to assist students in determining if a career in teaching is an appropriate goal. Requirements for teacher preparation and certification are reviewed.

**Prerequisite:** English Composition I

**Course Outcomes:**

The student will:

1. Demonstrate an understanding of what constitutes interdisciplinary instruction (MoSPE/MIPEC 1A4).
2. Recognize the need to set short- and long-term goals, organize, implement, and self-reflect (MoSPE/MIPEC 2A2).
3. Demonstrate a basic understanding of differentiated instruction and short- and long-term instructional planning to meet student needs (MoSPE/MIPEC 3A3).
4. Demonstrate the importance of using instructional resources to enhance student learning (MoSPE/MIPEC 4A2).
5. Demonstrate a basic understanding of multiple strategies for effective student engagement (MoSPE/MIPEC 4A3).
6. Recognize principles of classroom management, motivation, and engagement (MoSPE/MIPEC 5A1).
7. Identify the implications of effective management of time, space, transitions, and activities (MoSPE/MIPEC 5A2).
8. Demonstrate effective verbal and nonverbal communication techniques (MoSPE/MIPEC 6A1).
9. Recognize the need to be sensitive to student differences in communication (MoSPE/MIPEC 6A2).
10. Reflect on how effective teachers facilitate learner expression in speaking, writing, listening, and other media (MoSPE/MIPEC 6A3).
11. Recognize the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators (MoSPE/MIPEC 7A5).
12. Articulate understanding of the importance of reflective practice and continual professional growth (MoSPE/MIPEC 8A1).
13. Articulate the importance of regular participation in professional learning opportunities (MoSPE/MIPEC 8A2).
14. Recognize ethical practices and the influence of district policies and school procedures on professional practice (MoSPE/MIPEC 8A3).
15. Identify strategies for fostering appropriate relationships with peers and school personnel (MoSPE/MIPEC 9A1).
16. Recognize the availability of basic services in the school and community to support students and their learning (MoSPE/MIPEC 9A2).
17. Recognize the importance of developing relationships with students, families, and communities in support of student learning (MoSPE/MIPEC 9A3).

**Course Outline:** Teaching Profession with Field Experience

**I. Field Experiences**

- A. Diversity
- B. Classroom management
- C. Instructional strategies
- D. Standards and assessment
- E. Technology
- F. Effective learning environments

**II. MOSPE/MIPEC**

- A. Professional development continuum

**III. Current Education and Professional Issues**

- A. Positive and negative aspects of teaching
- B. Cognitive, behavioral, and affective characteristics of an effective teacher
- C. Professional relationships
- D. Resources in the school and community that support student learning
- E. Career opportunities for the foreseeable future

**IV. Professional Identity and Growth**

- A. Self-reflection
- B. Professional growth

**V. Teaching Certificates**

- A. Types
- B. Requirements
- C. DESE website

**Course Title:** Education of Exceptional Learners

**Credit Hours:** 3

**Course Description:** This survey course is an introduction to exceptional learners and their education in grades P-12. Students will gain a comprehensive understanding of the characteristics of people with special needs in addition to strategies of educating and including all learners in general education and special education settings. Students will research and discuss complex issues related to compliance with state and federal education laws, such as the Individuals with Disabilities Educational Act (IDEA) and the Americans with Disabilities Act (ADA) as well learn to navigate special education processes, such as referral, eligibility, re-evaluation, and IEPs. This course requires a 15-hour special education field experience component.

**Prerequisites:** Foundations of Education in a Diverse Society

### **Course Outcomes**

The student will:

1. Define the term “exceptional” as it is currently used in educational settings (MoSPE/MIPEC 1A1).
2. Formulate a philosophy for providing a free and appropriate education to exceptional learners, noting state and federal legislation (MoSPE/MIPEC 3A1, 3A2, and 3A3).
3. Summarize the legal rights of exceptional learners and their families with emphasis on identification and referral procedures (MoSPE/MIPEC 3A1, 3A2, 3A3).
4. Identify the major categories of exceptionality and criteria for identification as defined by the Individuals with Disabilities Education Act (IDEA) and by relevant state rules (MoSPE/MIPEC 2A4, 2A5, and 3A1).
5. Describe instructional strategies, classroom management, and environmental modifications that promote learning on the part of exceptional students (MoSPE/MIPEC 1A2, 2A4, 2A5, and 6A2).
6. Identify resources, including technology and community resources, which are available to facilitate the education of exceptional learners (MoSPE/MIPEC 4A2, 5A3, 6A3, 6A4, 9A1, and 9A2).
7. State the roles and responsibilities of teachers, parents, students, and professionals from allied disciplines in the education of exceptional learners, with emphasis upon the planning and implementation of individualized education plans (MoSPE/MIPEC 7A1, 7A2, 7A4, 7A5, 8A3, 9A1, and 9A2).
8. Examine the evolution of the concept of the exceptional learner from the perspectives of various disciplines, including medicine, behavioral sciences, and education (MoSPE/MIPEC 1A1 and 2A1).
9. Identify the procedural safeguards, including ethical practices for confidential communication to others about individuals with exceptional learning needs (MoSPE/MIPEC 7A5 and 8A3).

**Course Outline:** Education of Exceptional Learners

- I. Contextual Perspectives of Special Education in the United States**
  - A. Historical
  - B. Social
  - C. Philosophical
  - D. Familial
  - E. Cultural
  - F. Medical
  - G. Educational
  
- II. Definitions**
  - A. Normal
  - B. Exceptional
  - C. Disability vs. handicap
  - D. People-first language
  
- III. Litigation, Legislation, and Advocacy**
  - A. IDEA
  - B. ADA
  - C. Current state and federal regulations
  - D. Court decisions
  - E. Advocacy groups
  
- IV. Identification, Evaluation, and Instructional Planning for Exceptional Learners**
  - A. Eligibility requirements
  - B. Referral and evaluation processes
  - C. 504 Plans and IEP development (initial and annual review)
  - D. Appropriate modifications and accommodations
  - E. Universal Design Learning
  
- V. The Inclusive Classroom**
  - A. Characteristics of an inclusive classroom
  - B. Culturally responsive teaching
  
- VI. Categories of Exceptionalities**
  - A. Physical and sensory impairments
  - B. Disorders of cognition, learning, and communication
  - C. Socio-emotional disabilities
  - D. Gifted and talented
  - E. Multiple disabilities
  
- VII. Behavior Management Techniques for Exceptional Learners**
  
- VIII. Technological Interventions for Exceptional Learners**
  
- IX. Roles and Responsibilities**
  - A. Educators
  - B. Allied professionals
  - C. Paraprofessionals

Updated Draft Reflective of Proposed Changes 4.5.16

- D. Parents (and family)
- E. Students

**Course Title:** Multicultural Education

**Credit Hours:** 3

**Course Description:** This course is designed to examine the multicultural context of education and prepare students to understand and teach learners from diverse backgrounds, with diverse characteristics, and with differing social identities. The course will address issues of educational equity, sociocultural influences on teaching and learning, and how teachers and schools can contribute to interpersonal and intercultural understanding and respect, social justice, and democratic citizenship.

**Prerequisite:** English Composition I

**Course Outcomes:**

The student will:

1. Demonstrate an understanding of cultural diversity and the potential for bias in teaching (MoSPE/MIPEC 1A5).
2. Demonstrate an understanding that students from differing cultural backgrounds may differ in their approaches to learning (MoSPE/MIPEC 2A4).
3. Explain how students' language, culture, family, and community impact learning (MoSPE/MIPEC 2A6).
4. Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (MoSPE/MIPEC 3A2).
5. Identify instructional strategies that promote critical thinking and problem solving (MoSPE/MIPEC 4A1).
6. Recognize how culture and social identity influence the effective use of principles of classroom management, motivation, and engagement (MoSPE/MIPEC 5A1).
7. Recognize the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning (MoSPE/MIPEC 5A3).
8. Recognize the need to be sensitive to student differences in communication (MoSPE/MIPEC 6A2).
9. Recognize ethical practices and the influence of district policies and school procedures on professional practice (MoSPE/MIPEC 8A3).
10. Recognize the availability of basic services in the school and community to support students and their learning (MoSPE/MIPEC 9A2).
11. Recognize the importance of developing relationships with students, families, and communities in support of student learning (MoSPE/MIPEC 9A3).

**Course Outline:** Multicultural Education

- I. Understanding Diversity**
  - A. Our multiple cultures and identities
    - 1. Race and ethnicity
    - 2. Socioeconomic class and mobility
    - 3. Gender and gender identity
    - 4. Sexual orientation
    - 5. Religion
    - 6. Ability
    - 7. Recent immigrants and refugees
    - 8. School cultures and cliques
  - B. Prejudice and discrimination
  
- II. Equity, Social Justice, and Democracy**
  - A. The social and educational cost of the “-isms”
  - B. Education and social justice
  - C. Diversity, education, and democracy
  
- III. Educating with Diversity in Mind**
  - A. Safe and inclusive classrooms
  - B. Connecting to the community
  - C. Student empowerment
  - D. Cultural responsiveness and academic achievement
  - E. Diversity and educational policies