

## **CDEC 2315**

### **Diverse Cultural/Multilingual Education**

### **Spring 2026**

### **Online course**



**LAMAR INSTITUTE  
OF TECHNOLOGY**

#### **INSTRUCTOR CONTACT INFORMATION**

Instructor:	Sharon Kruger, M.Ed.
Email	skruger@lit.edu
Office phone:	409-241-3163
Office:	Technical Center Room 220
Office hours:	Refer to Starfish

#### **CREDIT**

3 Semester Credit Hours

#### **MODE OF INSTRUCTION**

Online

#### **PREREQUISITE/CO-REQUISITE:**

none

#### **COURSE DESCRIPTION**

An overview of diverse cultural and multilingual education including familial relationships, community awareness, diversity, and the needs of each and every child

#### **COURSE OBJECTIVES**

Upon completion of this course, the student will be able to

1. Analyze and discuss the impact of familial relationships and cultural backgrounds on student learning and development.
2. Understanding of the role of community awareness and cultural sensitivity in creating inclusive and equitable learning environments for all students.
3. Develop and implement culturally responsive instructional strategies that address the diverse learning needs and strengths of each and every child.

#### **REQUIRED TEXTBOOK AND MATERIALS**

Require a laptop or device to allow you to access LIT Blackboard






All course materials will be provided at each face-to-face class time and on the Blackboard LMS system.

It is mandatory that students access the Blackboard course a minimum of two a week for submission of discussion posts/journal entries/ quiz/assignments and for the reading/video course materials.







### DROP POLICY




If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an “F” in the course. This course adheres to the add/drop standards for each term as stated by Lamar Institute of Technology. For more details, refer to the <https://www.lit.edu/Student-Success/2025-2026-College-Calendar>

### Course Requirements

Module	Topic	Due Date
Module 1  Week 1	Orientation to CDEC 2315	 Due the Monday of week 2  Netiquette and blackboard modules
Module 2  Week 2	Introduction to Diversity in Early Childhood Education  Read documents in LMS module Watch these videos: Supporting Cultural Diversity in Preschool Classroom (audio only) (9:00)	 Due the Monday of week 3  Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)
Module 3  Week 3	Understanding Culture in Early Childhood Education   Read documents in LMS module  Watch these videos: Cultural Understanding (5:47)  Cultural Reciprocity (3:02)  Beth Fredricks and Cultural Differences (1:59)  Different Family Traditions in the World/Parenting Around the World (4:48)	 Due the Monday of week 3  Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)

Module	Topic	Due Date
Module 4  Week 4	Theories of Multicultural Education  📖 Read documents in LMS module 📺 Watch these videos:	📅 Due the Monday of week 3  Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)
Module 5  Week 5	Multilingualism in Early Childhood Education  📖 Read documents in LMS module 📺 Watch these videos: The benefits of a bilingual brain (5:14) The AMAZING scientific benefits of being bilingual (5:27)  Bilingualism Matters: Myths and Facts about Early Bilingual Development (10:25)  Bilingual and monolingual baby brains differ in response to language (2:52)  A historic background of bilingual education (6:00)  The History of Bilingual Education (10:21)  Lau v Nichols—How Immigrant Students Won Bilingual Education (5:26)	📅 Due the Monday of week 3  Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)
Module 6  Weeks 6 & 7	Supporting Multilingual Learners in an early childhood classroom  📖 Read documents in LMS module 📺 Watch these videos: Supporting English Language Learners in the Preschool Classroom (7:24)  Strategies for Supporting Dual Language Learners in an Early Childhood Classroom  Archive SEAL A Dual Language Preschool Classroom (11:10)  Supporting Multilingual Learners (18:41)	📅 Due the Monday of week 3  Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)

Module	Topic	Due Date
	<p>Understanding Unique Aspects of Dual Language Development (5:40)</p> <p>Being Intentional and Monitoring Program Goals (2:38)</p> <p>Use Visual Cues, Physical Gestures, Props and Multimedia (2:59)</p> <p>Build on Opportunities to Promote English Language Development (2:53)</p> <p>Integrating Family, Culture and Language in the Curriculum (2:26)</p>	
<p>Module 7</p> <p>Weeks 8 &amp; 9</p>	<p>Supporting Multilingual Children and their Families</p> <p> Read documents in LMS module</p> <p> Watch these videos: Second Language Acquisition (1:41)</p> <p>Translingual practice, participation and meaning making (3:04)</p> <p>Translanguaging in use (3:17)</p> <p>You don't have to speak English (1:38)</p>	<p> Due the Monday of week 3</p> <p>Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)</p>
<p>Module 8</p> <p>Week 10 &amp; 11</p>	<p>Diversity in Generational Cultures and Technology in Education</p> <p> Read documents in LMS module</p> <p> Watch these videos: Gen Beta In The House! After Gen Z, Gen Alpha, New Generation Arrives   Role Of AI In Their Journey (3:38)</p> <p>Appropriate Use of Technology in Early Childhood Education (3:02)</p>	<p> Due the Monday of week 3</p> <p>Syllabus Quiz(s) Assignment(s) Discussion Post(s) Journal(s)</p>

Module	Topic	Due Date
	<p>Technology in the Early Years/Early Years Observations (7:46)</p> <p>How does screen time impact children's brain development? (0:58)</p> <p>Screen time rules eased for young children (2:01)</p> <p>Tell Me Another Story: Trailer (2:00)</p>	
<p>Module 9</p> <p>Week 12</p>	<p>Cultural Influences on Preschool Suspension and Expulsion</p> <p> Read documents in LMS module</p> <p> Watch these videos:</p> <p>Was Perry Preschool Worth It (3:37)</p> <p>DJ Batiste - Former Gang Leader Explains, "Preschool Expulsions Lead to Destruction" (2:34)</p> <p>Who Is Being Expelled from Preschools, and Why? (9:47)</p>	<p> Due the Monday of week 3</p> <p>Syllabus Quiz(s)</p> <p>Assignment(s)</p> <p>Discussion Post(s)</p> <p>Journal(s)</p>
<p>Module 10</p> <p>Week 13, 14 &amp; 15</p>	<p>Final submission of 4 Final Projects</p>	<p>Using the CDEC 2315 virtual Kaltura class, arrange with your instructor a time to present your final projects to class in weeks 14 &amp; 15</p>

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Grading		
Assignments	20%	
Discussion posts		20%
Weekly quizzes		20%
journals		20%
submission of 4 final projects/presentations		
FP 1	week 6 due date	5%

FP 2	week 9 due date	5%
FP 3	week 12 due date	5%
FP 4	week 15 due date	5%
		100%

### **GRADING SCALE**

90-100	= A
80-89	= B
70-79	= C
60-69	= D
0 – 59	= F

### **MAKE-UP WORK**

Late Discussions and Assignments will receive a 25% grade reduction. I take late work for 4 days past the due date. Quizzes and Assignments/Projects will not be accepted late without consultation with the professor.

### **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or Wi-Fi is necessary to maximize the use of online technology and resources.

### **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

### **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **ARTIFICIAL INTELLIGENCE STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

For this online course: You are responsible for the content of any work submitted for this course. Use of AI to generate your first draft of text is permitted, BUT you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations and misinterpretations of abstract concepts. Utilize them with caution.

In your submissions:

- Clearly state whether an AI tool was used or not
- Name the specific tool (e.g., Chat GPT, Grammarly)
- Make sure you are providing specific and relevant information while writing your papers
- NO factual errors from AI or that will result in a zero on the assignment

Edit and personalize AI suggestions to show your own thinking or that will result in a zero on the assignment

### **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades or academic performance. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

### **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>

### **Remember this: Netiquette (Online Etiquette) Statement**

Always sign your names to any contribution you choose to make.

Be constructive in your responses to others in the class.

Do not use all caps (Doing so may be interpreted as shouting).

Re-read your postings before sending them.

Always think before you write. Respond respectfully.  
Use appropriate grammar and structure. Spell-check your postings.  
Use short paragraphs focused on one idea.

### **Response Times**

I expect to respond to your emails within 24 hours. For the most expedited response, please email me directly. All discussion posts/responses, homework, quizzes, and assignments are usually graded by the Monday of the next Module.

### **Student Success Requirements**

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions. Online students should expect to spend at least as much time on this course as in the traditional, face-to-face class.

Additionally, students are expected to:

- Log on at least three times a week, on different days, to complete assignments, assessments, discussions and/or other Module deliverables as directed by the instructor and outlined in the syllabus.
- Participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.
- Spend 8 – 12 hours per work actively engaged within this course.

If you find that you cannot meet the class's minimum requirements, please contact your instructor as soon as possible.