Multicultural Education
Online Graduate Course

Course Description
Today's classroom teachers routinely face increased racial, ethnic, socioeconomic, and cultural/familial diversity within the educational structure. As a result, there is a growing need for teacher education to prepare teachers with methods of restructuring lessons that are not to be viewed as "add on's" to their content area. In Multicultural Education, you will discover instructional strategies that benefit ESL students and that are consistent with strategies that benefit all students. All teachers teach students of varying cultures and diverse backgrounds, and some teachers specialize in the teaching of students who have English as their Second Language, (ESL). It is important for teachers to acquire specialized competencies and skills to effectively teach across the curriculum, i.e., knowledge of how language is structured, how first languages are acquired and developed, and how languages vary.

Objectives
- Compare and contrast laws in your state and district and determine the impact on
- ESL students in the classroom
- Assess the growing diverse populations in schools throughout your district and this
- country
- Analyze beliefs held about teaching diverse populations in 21st Century classrooms.
- Employ strategies used to foster reflective teaching and ESL instruction.
- Reflect on personal and professional knowledge and experiences to help define your
- professional development goals.
- Examine the beginning stages of adjustment for the student who is ELL.
- Analyze characteristics of a diverse society
- Assess the effects of culture shock on ESL students and how it transfers to the
- classroom
- Create a definition of multicultural education
- Determine how multicultural education can be put into action in your classroom
- Envision what a multicultural classroom can look like
- Assess instructional considerations for the ESL/ELL student
- Assess practical ways brain-based research applies to ELL learners
- Examine ELL learning hierarchy of language development
- Compare beliefs held about teaching diverse populations in today's classroom
- Discuss definition of context and how it applies to teaching
- Confront prejudicial beliefs about cultural groups and develop a multicultural
- perspective
- Compare and contrast the pros and cons of multicultural education from an historical
- perspective
- Implement strategies for ELL/ESOL students to improve the learning community
- Examine teacher behaviors that consistently promote student learning
- Examine the effects of cultural differences in the classroom and schools
- Describe how to use effective cooperative teaching and learning strategies with diverse populations

- Design improved pre-instructional strategies by studying the behaviors characteristic of differential treatment of high and low achieving students
- Explore the controversial impact the content of textbooks has on diversity
- Examine teaching and learning styles and their importance in the multicultural classroom
- Identify the instructional skills required for successful group work
- Compare and contrast assessment formats
- Determine various methods to evaluate academic efforts of ESL and other students
- Develop and integrate an interdisciplinary multicultural lesson appropriate to classroom settings in one of the major subject areas of your choosing, that contains the principles of curriculum design mentioned in all previous modules.

Curriculum Design

This is a sixty-hour, three credit graduate level course completed over a thirteen-week period. Modules One through Nine will be completed one per week. Module Ten will be completed over a two-week period so students will have time to revise and complete the final integration project.

Hardware & Computer Skills Requirements

Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Course Materials

The required textbook for this course is C*rossing Cultures in the Language Classroom 2nd Ed.* by Andrea DeCapua, Ed.D and Ann C. Wintergerst, Ed.D

Module Outline

Module One: Federal and State Law
Content:
- Compare and contrast laws in your state and district and determine the impact on
- ESL students in the classroom
- Assess the growing diverse populations in schools throughout your district and this
- Country

Module Two: Educating Teachers for Diversity – The Context of Teaching
Content:
- Analyze beliefs held about teaching diverse populations in today's classroom.
- Employ strategies used to foster reflective teaching and ELL instruction.
- Reflect on personal and professional knowledge and experiences to help define your
- professional development goals.
- Examine the beginning stages of adjustment for the ELL student.

Module Three: Cultural Identity
Content:
- Analyze characteristics of a diverse society
- Assess the effects of culture shock on ESL students and how it transfers to the classroom
- Differentiate the characteristics of culture

Module Four: Defining Multicultural Education
Content:
- Create a definition of multicultural education
- Determine how multicultural education can be put into action in your classroom
- Envision what a multicultural classroom can look like
- Assess instructional considerations for the ESL/ELL student

Module Five: School and Classroom Context
- Assess practical ways brain-based research applies to ELL learners
- Examine ELL learning hierarchy of language development
- Compare beliefs held about teaching diverse populations in today's classroom
- Discuss definition of context and how it applies to teaching
- Confront prejudicial beliefs about cultural groups and develop a multicultural
- Perspective

Module Six: Strategies for Special Populations and Pros and Cons to Multicultural Teaching and Learning
- Implement strategies for ELL/ESOL students to improve the learning community
- Examine teacher behaviors that consistently promote student learning

Module Seven: Classroom Processes
- Examine the effects of cultural differences in the classroom and schools
- Describe how to use effective cooperative teaching and learning strategies with diverse populations
- Design improved pre-instructional strategies by studying the behaviors characteristic of differential treatment of high and low achieving students

Module Eight: Text Books and other Instructional Materials
- Explore the controversial impact the content of textbooks has on diversity
- Discuss types of bias and to which teachers are vulnerable
- Examine teaching and learning styles and their importance in the multicultural Classroom

Module Nine: Communication
- Compare and contrast the meaning of non verbal communication across cultures
- Explore the impact of pragmatics on communication
- Explore alternate assessment techniques for use with ELL students.
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Module Ten: Final Integration Project
- Develop and integrate, implement multicultural lessons appropriate to classroom settings in a subject area of your choosing. This project must contain the principles of

curriculum design learned in this course.

Student Requirements
1. Participation: Actively participate in all activities.
2. Reading assignments: Complete all readings and reflection assignments.

Grading Criteria

Assignment Points		Grading Scale
Class Participation	30	100-93 **A**
Class assignments	45	92-85 **B**
Final Project	25	84-77 **C**
	100	

Student Academic Integrity
Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.