

Multicultural Content in Professional Education Courses

EDF 323: Educational Psychology

Multicultural concerns (persons with disabilities, minorities, and feminists) are integrated into the course content, especially in such topics as cognitive learning, student-centered teaching, language development, social development, intelligence, testing, and mainstreaming.

EDF 730: Multicultural Foundations of Education

This course is designed to provide students with an understanding of major cultural groups within the United States by focusing on three basic themes of people, issues, and counseling practices. The ultimate goal of the course is the help students gain cultural consciousness and competencies required for working with clients from diverse cultural backgrounds. It begins with an understanding of the student's own culture. Emphasis will be on the communities of multicultural individuals that we as professionals are most likely to come into contact with, including African Americans, Hispanics/Latinos, Asian /Pacific Islanders, and Native Americans. Additionally issues of class, gender, sexual orientation, ethnic origin, religion, and dis/ability will be considered.

EDF 740/801: Principles of Statistics I

The mis-application of statistical methods and mis-interpretation of statistical results in research has been shown to result in drawing conclusions which are unjustified or even wrong. Often, causality is inferred when it cannot be. Much research involving comparisons based on gender, ethnicity, and hearing status has been subject to criticism for this reason. In this course, emphasis will be placed on the need to apply appropriate analytical methods and to observe due caution in interpreting all statistical data

EDF 753:Internet Applications for the Classroom

One class focuses on the Internet as a toll for multicultural education, and one text(Cummins & Sayers), has a multicultural / global focus. In addition, an option for the final project is the development of an interclass/intercultural project.

EDU 250: Introduction to Education

This course will address multicultural issues in a number of ways. Students will examine the influences of culture and diversity on students, families, teachers, and schools. Through discussions, students will learn about teaching styles, class management, social issues, home and school environments and how the needs of diverse multicultural groups can be met. Students will be asked to view several movies that focus on multicultural issues as a basis for papers and discussion.

This course addresses multicultural education and global issues in a number of ways. Students will be asked to summary and discuss updated education event articles including multicultural and global education issues every week. Students will examine the influences of culture and diversity on students, families, teachers, and schools. Through school, observation and mini lesson plan presentation, students will learn about teaching styles, class management, social issues, school environment, and how the needs of diverse multicultural group can be met.

This course will address multicultural issues as we examine the diversity of students, families, and teachers. In discussing teaching styles, social issues, class management, and school

environments, we will focus on meeting the needs of a diverse population of students. Additionally, students will be required to discuss “ current events” that focus on issues of multiculturalism and relate them to the course content.

EDU 320: Early Childhood Environments

This course addresses multicultural issues through its focus on developmentally appropriate practices, which includes children’s development within a sociocultural environment. Learning from and collaborating with children’s home and community environments will be emphasized. In addition, the use of learning environments to develop an anti-bias perspective will be core to the course.

EDU 336: Instructional Development

Students will prepare thematic units of instruction, given a diverse population of students (e.g., gender, ethnicity, ability, and disability), and will be expected to demonstrate how the units address these issues. They will also be asked, working from given student profiles, how they would revise their units or selection of materials to accommodate the intellectual, social, and emotional needs of these students.

EDU 421: Emergent Literacy

This course addresses multicultural issues through its focus on developmentally and culturally appropriate practices. Learning from and collaborating with children’s home and community environments will be emphasized, including the diversity of home literacy practices. In addition, teaching methods that can be used to promote learning for ALL children and to develop an anti-bias perspective will be core to the course.

EDU 424: Integrated Methods for Early Childhood Education: Preprimary

This course addresses multicultural issues through its focus on developmentally appropriate practices, which includes children’s development within a sociocultural environment. Learning from and collaborating with children’s home and community environments will be emphasized. In addition, the use of learning environments to develop an anti-bias perspective will be core to the course.

EDU 426: Integrated Methods for Early Childhood Education: Primary

This course addresses multicultural issues through its focus on developmentally appropriate practices, which includes children’s development within a sociocultural environment. Learning from and collaborating with children’s home and community environments will be emphasized. In addition, the use of learning environments to develop an anti-bias perspective will be core to the course.

EDU 430: Curriculum Development and Instructional Strategies: Elementary

Throughout this course issues of multiculturalism and diversity will be addresses. Awareness of cultural influences and the diversity of the students who will be a part of the classrooms of the future will be incorporated into discussions. Experiences of the class, their cultural knowledge and that of the presenter(s) will also be used to enhance and address multiculturalism in education.

EDU 433: Language Arts in Elementary Education

Multicultural issues are addressed throughout the semester as theme cycles are developed, including the incorporation of multicultural literature. We consider students' interests and developmental needs within a sociocultural context. Teaching methods that meet the needs of a diverse group of learners are central to the course.

EDU 435: Methods of teaching Elementary Social Studies

The Social Studies Methods course addresses multicultural education issues in a number of different ways. The course stresses the importance of understanding student's individual needs and differences as it relates to diversity, national background, and cultural identification. Students will have the opportunity to explore the teaching of social studies and to identify ways in which this subject can recognize the contributions of a diverse and multicultural population. In all of their written work, including lesson plans and units, students are required to demonstrate that their materials address the contributions of minorities and ethnic groups while also meeting the special needs of these learners in their classrooms.

EDU 439: Methods of Teaching Elementary Mathematics

Issues of disability, gender and race, as it pertains to the learning of mathematics, are presented in course discussions and readings. Activity papers and lesson plans address these issues, including classroom environmental displays, bulletin boards, and the development of a classroom activity center that is specifically designed with a multicultural focus.

EDU 484: Methods of Teaching Health Education

This course addresses issues of racial, gender, disability, and cultural diversity as they impact the health teacher in the classroom setting. This course deals with some sensitive and controversial issues that expose students to a wide range of opinions and provide opportunity to develop their own beliefs while accepting or being tolerant of the convictions of others.

EDU 488: Methods of Teaching Secondary Social Studies

The Social Studies Methods course addresses multicultural education issues in a number of different ways. The course stresses the importance of understanding student's individual needs and differences as it relates to diversity, national background, and cultural identification. Students will have the opportunity to explore the teaching of social studies and to identify ways in which this subject can recognize the contributions of a diverse and multicultural population. In all of their written work, including lesson plans and units, students are required to demonstrate that their materials address the contributions of minorities and ethnic groups while also meeting the special needs of these learners in their classrooms.

EDU 494: Seminar, Student Teaching

This course addresses multicultural education in a variety of ways. Issues of diversity and multicultural education are present throughout the course content, readings, discussions and activities. Students are placed in schools throughout the DC metro area that represent the diverse populations and needs of students. Their experiences at the sites will be shared via discussion, role-play and portfolio development. Seminar topics will address multicultural teaching as well as teaching diverse populations. One primary goal of this course is to help prepare teachers to work with the increasingly diverse populations and needs of their future students.

EDU 609: Home, School Partnerships for children

A main goal of this course is to enable preservice teachers to understand, respect, and value cultural variations in families and communities. Students will also be asked to develop strategies for learning about family and community beliefs, values, and perspectives, and to incorporate what they've learned into their teaching and curriculum.

EDU 713: Language Acquisition and Cognitive Development

This course addresses multicultural issues through its focus on discussion related to language diversity and language planning as well as on the influences of cultural and/or multicultural aspects on care giver –ese and second language acquisition and learning. Language Acquisition and Cognitive Development focuses on how social, cultural and other factors influence language and cognition. Issues of diversity and multicultural education are present throughout the course content, readings, discussions, and activities. The goal of this course is to help prepare teachers to work with the increasingly diverse populations and needs of their future students. Awareness of cultural influences and the diversity of the students who will be a part of the classrooms of the future will be incorporated into discussions.

EDU 719: Deafness: An Educational Perspective

Deaf and Hard of Hearing (HH) people represent a wide variety of racial, ethnic, cultural, religious, and socio-economic backgrounds. Our look at Deaf Education and Deaf History, as well as classroom discussions, will give attention to the impact of these factors of the lives of Deaf individuals educationally and historically, as well as in the present.

EDU 724: Classroom applications of sign communication

This course addresses multicultural education in a variety of ways. For example, special projects (e.g. learning centers, instructional materials, and videotapes, annotated reference lists, etc.) Developed by the students may focus on the uniqueness and similarities among minority, ethnic groups, and those with differing linguistic and cultural backgrounds.

EDU 744: Life Skills Training for Secondary aged students with Multiple Disabilities

Multicultural education issues addressed in variety of ways. For, example cultural learning preferences among minority and ethnic groups will be discussed. The development of locally referenced curriculum packages and required visits to vocational preparation programs will highlight the special needs of various cultural groups.

EDU 757:Curriculum and Instruction for Young Children: An interdisciplinary Approach

Students will explore curricula and instructional strategies designed for infants, toddlers, preschoolers, and families with diverse backgrounds. Students will examine the importance of understanding individual family needs and differences related to ethnicity, community, and cultural identification. Students will design and implement instructional strategies that reflect and understanding and sensitivity to the unique values and beliefs of children and families with diverse backgrounds. All assignments should reflect the special needs and values of the families and youngsters in early intervention programs.

EDU 759: Curriculum Development and Instructional Strategies

Issues of diversity and multiculturalism will be addressed in all aspects of the course. Infused into presentations and discussion will be the need to be aware of the myriad of cultures represented by the students who will be in the classrooms of the teachers of tomorrow. Part of the richness of the Gallaudet University experiences the advantage of having students from differing cultures in our classes, and having students and professors who have traveled extensively. Their experiences with cultures, and especially deaf subculture(s), shall be blended into various aspects of the competencies of the course.

EDU 761: Individualizing Instruction for Students with Special Needs

This course addresses multicultural education issues in a variety of ways. For example, during large and small group sessions; cultural learning preferences among minority and ethnic groups will be discussed. The development of individual teaching plans will highlight the special needs of children and youth belonging to minority and ethnic groups.

EDU 762: Curriculum Instruction and Instructional Strategies: Secondary

Throughout this course, issues of multiculturalism and diversity will be addressed. Awareness of cultural influences and the diversity of the students who will be a part of the classrooms of the future will be incorporated into discussions. Experiences of the class, their cultural knowledge and that of the presenter(s) will also be used to enhance and address multiculturalism in education.

PSY 701: Legal, Ethical, and Professional Issues in School Psychology

In this course, as in all courses in the School Psychology Program, issues of cultural diversity are presented, discussed, and debated in relation to the specific topics covered in the course. In this, particular course issues related to deaf education, demographics of school children that are deaf and hard of hearing, and school/community resources constitute an additional component within multicultural education.

PSY 790 Internship: Individual Case Conferencing

During internship, as during all School Psychology training experiences, issues of cultural diversity are presented, discussed, and debated in relation to the unique experiences offered by each site. Opportunities for individual goals and evaluation of multicultural opportunities are built into the Individual Internship Plan

PSY 791: Internship: Teacher Consultation

During internship, as during all School Psychology training experiences, issues of cultural diversity are presented, discussed, and debated in relation to the unique experiences offered by each site. Opportunities for individual goals and evaluation of multicultural opportunities are built into the Individual Internship Plan

COU 712: Orientation to the Profession of School Guidance Counseling

One of the more important issues in the field of School Counseling and Guidance is that of understanding and serving minority people. This course will take time through readings and discussions to focus on minority issues. Course assignments will also reflect the professor's concern related to this topic.

ADM 858: Teacher Evaluation

Diversity is a source of strength for organizations. As diversity issues surface naturally (as opposed to being forced out) in the course, these issues are examined and related to the course content. The pitfalls and opportunities of diversity are examined in a balanced manner. “Politically correct” thinking is challenged and its inherent biases are exposed. The benefits of true diversity are explained and reinforced.

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