

University of Arkansas - Fort Smith

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Graduate Studies General Syllabus

MECI 5133 Teaching and Learning with Diverse Populations

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisites: Admission to the M.Ed. program.

Effective Catalog: 2019-2020

I. Course Information

A. Catalog Description-

Knowledge, understanding and insight needed to become effective instructors in an inclusive teaching environment. A theoretically based overview of culture and how educators can provide culturally responsive instruction. Gain skill in identifying, understanding, and challenging a diverse student population.

B. Additional Information - NA

II. Student Learning Outcomes

A. Subject Matter

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

1. Explore basic concepts such as culture, ethnicity, race, racism, stereotype, prejudice, core values, oppression and discrimination.
2. Demonstrate the ability to apply instructional techniques and learning strategies to diverse situations.
3. Design and implement appropriate culturally responsive curriculum and instruction that supports complex and challenging multicultural learning.
4. Use cultural and language differences as positive tools in the instructional process.
5. Evaluate current research findings that recognize and accept different patterns of child development.
6. Evaluate differences between cultures to determine and formulate realistic learning objectives in Content Areas.
7. Develop strategies to facilitate parental and community involvement to ensure minority learners success in academics.
8. Understand and apply innovative assessment procedures for linguistically

and culturally diverse children.

9. Examine, evaluate and modify discipline-specific curriculum and instruction using appropriate multicultural curriculum theories, instructional strategies and assessment.
10. Justify the practice of inclusive teaching.
11. Prepare to teach individual learners in a diverse world.

B. Program Learning Outcomes (PLO)

The M.Ed. program bases Program Learning Outcomes on the National Board for Professional Teaching Standards (NBPTS). The NBPTS establishes and upholds rigorous expectations for what expert teachers should know and do. This graduate course enhances student abilities in the following areas:

Commitment: Teachers believe that all students can learn and meet high expectations. Teachers are committed to all learners and are passionate about teaching. They develop relationships with students in a variety of educational settings. Teachers create learning experiences that differentiate instruction to meet the needs of all students. They understand their subjects and how to teach those subjects to students.

Responsibility: Teachers facilitate and supervise student learning. Teachers embrace a variety of methods to increase student success. They establish social norms within a variety of dynamic grouping options. They motivate and engage students while assessing student performance.

Systematic Thinking: Teachers critique their practices and learn from experience. Teachers evaluate their practices and expand their learning based on best practices, current research, evolving technologies, and student data.

Leadership: Teachers demonstrate leadership that fosters excellence, effectiveness, and collaboration with colleagues, families, and the community. Teachers approach their work with a team mentality. They collaborate with all stakeholders sharing vital information and planning a course of action that will improve the effectiveness of the school.

III. Major Graduate Course Topics

- A. Culture, Identity, and Learning
- B. Linguistics Diversity in Multicultural Classrooms
- C. Implications of Diversity for Teaching and Learning in a Multicultural Society
- D. Affirming Diversity: Implication for Teachers, Schools, and families
- E. Racism, Discrimination, and Expectations of Students'

Achievement Multicultural Education in Practice