

Course Diversity Components Matrix
Education Courses

Course	Diversity Experiences
<i>Undergraduate Program</i>	
ED 402: Foundations of Education	<p>This educational foundations' course focuses on the social, cultural, philosophical, and historical implications for students, teachers, classrooms, parents, publics, and the school as an institution.</p> <p>In addition, the course examines the continuing impact of race, class, gender, and cross-cultural issues, influenced by political and economic struggles within a democratic society.</p> <p>The seminar of 25 hours of observations in K-12 school settings embedded within the course provides field experiences in different types of schools</p>
ED 411: Seminar II Curriculum Instruction and Assessment Issues in Diverse Settings	<p>Course Outcome 3: Create a report analyzing the impact of contextual information and learning environment on instruction and the academic performance of students. Activity: KPTP Task 1, 2</p>
ED 412: Teaching Social Studies in Diverse Settings	<p>Course outcome 2: Design a variety of developmentally appropriate learning activities that are sensitive and adaptive to diverse learners. Activity: Design an interdisciplinary, multicultural Unit Plan utilizing a WebQuest format for grades 4, 5, or 6, that is connected to the appropriate grade level KSDE Standards and addresses the areas of social studies.</p>
ED 428: Educational Psychology	<p>Topics include: Student Diversity, Learners with Exceptionalities Under Candidate Dispositions we address Diversity and Multiple Perspectives</p> <p>We also address diversity throughout emphasizing the success of all students</p>
ED 430: Educating Exceptional Children and Youth	<p>Outcome 9: Recognize the effects of cultural and linguistic diversity on learning in the classroom and demonstrate methods of accommodating diverse learning styles.</p> <p>Activity: <u>Interventions/Strategies:</u></p> <p>The teacher candidate will describe two classroom interventions for each of the following categories: 1) Mental Retardation, 2) Learning Disabilities, 3) Emotional/Behavior Disorders, 4) Autism Spectrum Disorders, 5) Communication Disorders, Hearing Impairment, or Visual Impairment, 6) Physical Disabilities or Other Health Impairments, and 7) strategies for Gifted and Talented.</p> <p>Outcome 10: Observe the education of p-12 students in special education or general education classrooms and compare observations with the information studied in the course.</p> <p>Activity: This assignment requires five hours of interacting with</p>

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	<p>individuals with disabilities. The interaction may take place in a school setting through aiding in a classroom that provides instruction to teacher candidates with disabilities. Interaction outside of the classroom can be in the form of volunteering services to assist individuals with disabilities. The instructor will provide specific directions for the reflection paper.</p>
<p>ED 460: Aesthetic Experiences in Elementary School</p>	<p>Course objective: To provide children with activities and background on cultures of the world. Activity: The purpose of the lesson development is to evaluate the developmental level of the student while providing meaningful art, music, dance/movement or drama activities leading to positive learning outcomes enhancing positive dispositions toward artistic explorations and expressions</p>
<p>ED 573: Integrated Reading and Language Arts Methods</p>	<p>2. Outcome: develop criteria for evaluating and selecting appropriate children’s literature for the classroom cognizant of the current issues related to children’s literature; introduce students to literacy genres, which include multicultural literature and a global perspective.</p> <ul style="list-style-type: none"> • Field trip to Barnes and Noble. Speaker: Multi-cultural Selections to Increase Diversity Awareness • Genre Scavenger Hunt <p>5. Outcome: plan appropriate instructional procedures based upon the needs of individual students, both the gifted readers and students experiencing reading difficulty, addressing individual learning styles and reading interests.</p> <p>Calendar activity: Chapter 3: Meeting the Literacy Needs of Diverse Learners</p> <ul style="list-style-type: none"> • PP: English Language Learners • Video: Second Language Learners • Instructional Strategies for Diverse Learners: make a flip book with at least 10 strategies for ELL <p>Chapter 3: Meeting the Literacy Needs of Diverse Learners vocabulary</p> <ul style="list-style-type: none"> Cultural diversity Curriculum compacting Differentiated instruction Exceptional children Response to intervention <p><u>Basal Evaluation</u></p> <p>As an in-class assignment, the class participant will evaluate a basal reader on the basis of: Organization, Content. Usability, Strategies to teach diverse students, Multi-cultural genres included</p>

Course Diversity Components Matrix
Education Courses

<p>ED 589 Secondary Methods</p>	<p>Diversity issues are discussed throughout ED 589. For example, during discussions within chapter 1 diversity and ethnicity are stressed in connection with creating a safe and effective learning environments and community spirit of openness and support.</p> <p>Addressing the needs of individual students and differentiation within the curriculum are emphasized as well as responding to the needs of students who are English Language Learners.</p> <p>Discussion regarding field experience facilitates the sharing of how the candidates are addressing the needs of international students or ELL students within their practicum settings.</p> <p>Assignments: Student lesson plans and unit plans must address diversity within the curriculum as well as responding to the individual learning needs of students. Self-evaluations as well as the evaluations of classroom teachers, university supervisors, and content mentors include attention to diversity as a component. Task #1 of the KPTP requires a demographic scan of the community and cultural context of their students. The KPTP also requires them to address diversity and differentiate according to needs for more individualized attention.</p>
<p>ED 594: Classroom Management and Motivation</p>	<p>Course outcome 2: Plan appropriate classroom management procedures based upon the needs of individual students, both the gifted student, and those experiencing learning difficulties, addressing individual learning styles in all students. Activity: Philosophy of Classroom Management and Motivation</p>
<p>Graduate Programs</p>	
<p><i>MA Program in Education</i></p>	
<p>ED 724 Cultural Diversity</p>	<p>Course description: This course analyzes class, race, and gender issues relating to learning and organizational development. Candidates identify and analyze the social and cultural issues affecting policy and practice of education in a pluralistic society, and monitor instruction and learning in a culturally diverse system. Candidates explore the impact of policy on equal education opportunity for domestic, ethnic and gender groups. Decision-making framework for developing equity cultures in schools and other organizations are applied to program development and its components of staff training, instructional methods, instructional patterns, and assessment .</p> <p>Course description: This course analyzes class, race, and gender issues relating to learning and organizational development.</p>

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Education Courses

	<p>Assignments:</p> <ul style="list-style-type: none"> • The Field Experience Paper includes a review of a self-selected research reading related to multiculturalism and describes the candidate’s field experience related to cultural diversity that expands understanding. • Field Experience: Each student will attend a cultural event, observe in an educational setting, or participate in an activity that will relate to the research topic chosen. • Journal: “Pause and Reflect” questions or other journaling as assigned. • Project/artifact– Each student will develop a project related to cultural diversity in education, with implications for teaching and learning, creating an artifact of practical value (such as a lesson plan, unit plan, or research paper). The artifact may include student work that is the result of a lesson. • Chapter Presentation: Each student will be assigned to a group to present a selected chapter from the text, <i>Multicultural Education in a Pluralistic Society</i>.
ED 726 Exceptional Learners	<p>Course Description: This course examines the categories of exceptionalities within the sociological and instructional aspects of classroom life. Special emphasis is placed on identification/diagnosis, student and teacher attitudes, and management problems resulting from physical and psychological challenges. Demographic variables including gender, ethnicity, and class are examined in relation to interactions and performance. Assignments: A special project includes a report about a field experience activity of the candidate’s choice from a list of options provided by the instructor or an alternative project approved by the instructor, related to the course content. Candidates provide a final presentation of the special project.</p>
MAT Program	
MAT 735 Meeting the Needs of Diverse Students	<p>This course provides participants with an opportunity to study theory and strategies related to meeting the needs of all students. It provides participants with an insight into the issues involved in being an English-language learner and addresses issues of inclusion of students with special needs in the general-education classroom. In addition, aspects of meeting the needs of diverse cultures as well as gifted students are studied. Rooted in theory with social and historical perspective, the diverse classroom is studied in a practical, inquiry project format.</p> <p>A number of opportunities for candidates to reflect and self-</p>

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Education Courses

	<p>assess their professional values and examine philosophies are in the course. Examples of topics covered include an opportunity for personal assessment of innate biases, personal essays and reflections, and online discussions. Considerations examined include diversity of culture, socio-economic status, sexual preferences, cognitive abilities, physical abilities, safety issues, learning disabilities, and other exceptionalities.</p> <p>Other opportunities include reading and synthesis of current literature and best practices in order to apply the steps of action research in the classroom which include examining the classroom setting and identifying a concern, assessment, collection of data, examining results, and the process of creating and advocating solutions. Collection of artifacts occurs for presentation in the capstone project of a summary portfolio displayed in the creation of a professional website.</p>
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