

Proficiency	Course Number/Name	<b>Diversity Info by proficiency:</b> <ol style="list-style-type: none"> <li>1. Exploring one's own socio-historical background and its role in identify formation;</li> <li>2. Analyzing one's own biases and assumptions;</li> <li>3. Examining how their identity impacts their interactions with others;</li> <li>4. Synthesizing the above competencies to understand a larger system of inequities.</li> </ol>
1,2	62-353 Teaching Reading in the Content Areas	Course Objectives: Demonstrate an understanding of the reading needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally different.
1,2	62-430 Teaching Writing in Middle School	Course Objectives: Demonstrate an understanding of the literacy needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally diverse.
1,2	61-682/61-683 Improving Instruction through Action Research and Research Paper	Disaggregate data from state data sources (DESE) by gender and ethnic status in order to determine impacts on learning outcomes for students from underrepresented and marginalized groups.
1,2	61-723/61-724 Writing and Interpretation of Educational Literature and Statistics and Field Study	Disaggregate, analyze, and interpret student performance data by gender and ethnic status in order to determine impacts on learning outcomes for students from underrepresented and marginalized groups.
1,2	62-382 Intro to Cross Categorical Special Education	<ol style="list-style-type: none"> <li>1. The student will demonstrate knowledge of the historical foundations, classic studies, major contributors, major legislation, and current issues, including diversity, as well as models, theories, and philosophies that provide the basics for special education practice for students with disabilities.</li> <li>2. The student will investigate, compare, examine, and analyze the effects medical, psychosocial, environmental conditions, diversity, and poverty have on the development and/or sustaining of disabilities and on the educational (learning), medical, social, behavioral and emotional needs and lives of individuals with these mild/moderate disabilities.</li> </ol>
3	62-444 Practicum for Special Education: Cross Categorical	The practicum teacher is expected to plan, select, adapt, and implement specialized, research-based instructional strategies and materials appropriate to the abilities, age, and needs of individuals with mild/moderate disabilities. This should include appropriately sequencing, implementing, and evaluating individualized learning objectives to facilitate maintenance and generalization of skills across learning environments.
3	62-622 Internship: Special Education Administration	Special Education Knowledge and understanding of the administrator's role in that of meeting the need of all diverse learners especially those covered under various federal programs.

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3	61-649 Online 2015 Issues in Education	<p><u>Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Students will be able to identify, list, and discern the major arguments for and against several major current educational issues.</li> <li>2. Students will be able to compare opposing points-of-view and differentiate among various opinions regarding the major issues facing the nation's schools.</li> <li>3. The learner will identify philosophical motivation for beliefs about issues, as appropriate.</li> <li>4. The learner will accurately collect reliable sources to be used in analyzing and/or debating issues.</li> <li>5. The students will accurately incorporate appropriate arguments pertinent to the multicultural forces which play a part in understanding various issues, as appropriate.</li> <li>6. The student will utilize the Internet for resource scrutiny and collection on current issues in education.</li> </ol>
1,2	61-521 Classroom Management Seminar	<p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. To explore specific classroom strategies and techniques for effectively leading students toward willing cooperation, positive engagement, and, ultimately, enhanced learning.</li> <li>2. To prepare students to be successful teachers by examining the varied dimensions that affect classroom management and by developing competencies as needed in these areas (including, but not limited to, diversity, active and appropriate instruction, learning and teaching styles, classroom climate, behavior management, leadership skills, and communication).</li> </ol> <p>Assignment: <i>Subheading: #3 What I Have Learned</i>  What have I learned about managing a class since I last communicated with Dr. Fridell? Include in your response what you have learned about addressing diversity in your classroom.</p>
1,2	61-520 Techniques in Secondary Classroom Management and Discipline	<p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> <li>1. Investigate and apply various management, instructional, and discipline strategies and models.</li> <li>2. Examine potential influences on student behavior, including best practices to reach students from marginalized, under-represented groups.</li> <li>3. Develop strategies for preventing the escalation of misbehavior.</li> <li>4. Develop choices for dealing with behavior problems.</li> <li>5. Develop an awareness of support systems.</li> <li>6. Analyze and select discipline approaches in order to create a personal philosophy of management.</li> <li>7. Create a personal classroom management plan and a Behavioral and Educational Strategies and Techniques (B.E.S.T.) notebook.</li> </ol>
1,2	62-680 Theories of Language Acquisition	<ol style="list-style-type: none"> <li>1. Identify the major theories of linguistics, psychology, and pedagogy which relate to first/second and foreign language learning and acquisition as well as how the theories of these areas interrelate with one another.</li> <li>2. Identify the ways in which culture and society interrelate with psychology, linguistics and pedagogy and the impact these interrelationships have on language learning and acquisition.</li> </ol>

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1,2	62-580 Methods of Teaching ESOL/ELL	<input type="checkbox"/> Apply principles and methods of ELL/ESOL instruction to curricular design. <input type="checkbox"/> Select appropriate content techniques for teaching speaking, listening, reading, writing grammar and culture through the content areas.
3	61-360 Secondary Practicum II	1. Successfully plan integrated lesson plans taking into consideration the diverse learners. 2. Describe ways to ensure equitable practices in the classroom. 3. Students will transform the curriculum and instructional practices to reflect equity and quality for all students. 4. Develop lesson plans to match the needs of individual students: accommodations and/or modifications.
3	62-621 Administration of Special Education	Demonstrate knowledge, skill, and understanding regarding accommodations and modifications for students with disabilities in the regular education classroom.
4	62-591 Seminar in Education	No syllabus listed

3	61-569 Multiculturalism in Education	<p>Course Objectives:</p> <ol style="list-style-type: none"> <li>1. Students will acquire knowledge of multicultural issues as they related to ethnicity and race, class and socioeconomic status, gender and sexual orientation, exceptionality, religion, and education. <ul style="list-style-type: none"> <li>· Recognize similarities and differences among diverse cultural groups.</li> <li>· Discuss experiences, contributions and relationships of diverse groups.</li> <li>· Be aware of issues that are of importance to various cultures.</li> <li>· Identify various forms of stereotyping, prejudice and discrimination.</li> <li>· Analyze behavior and attitudes for biases against the characteristics of specific groups.</li> </ul> </li> <li>2. Students will develop multicultural perspectives, which will potentially lead to increased self-respect, greater respect for different cultural groups, and fewer inter-group conflicts due to ignorance, misunderstanding or misinformation. <ul style="list-style-type: none"> <li>· Reflect on ethnic ancestry and cultural heritage in relation to self-definition and biases.</li> <li>· Develop an awareness of and appreciation for alternative beliefs, manners, customs, linguistic traditions and life styles of individuals and groups different from self.</li> <li>· Demonstrate skills in maintaining positive relationships with other individuals or groups and in responding constructively to conflict in relations.</li> </ul> </li> <li>3. Students will demonstrate knowledge of implementing a culturally responsive mindset through pedagogical practices. <ul style="list-style-type: none"> <li>· Explain the rationale of multiculturalism in education.</li> <li>· Demonstrate a belief in equality of educational opportunity.</li> <li>· Examine the effects of cultural background on students' performance in school.</li> <li>· Recognize and minimize self-biases about students of different backgrounds.</li> <li>· Analyze how various sources such as films, videos and books relate to multicultural issues and how they can be used in educational settings.</li> <li>· Compare and contrast the learning styles of mainstream and non-mainstream students and examine the implications for developing appropriate teaching strategies.</li> <li>· Identify and apply teaching strategies and resources to accomplish multicultural learning goals.</li> </ul> </li> <li>4. Students will demonstrate an understanding of the importance of a multicultural curriculum instructional strategies, resources and materials, learning environment and technology. <ul style="list-style-type: none"> <li>· Successfully plan integrated lesson plans taking into consideration the different micro-cultures.</li> <li>· Develop procedures, questions and learning activities designed to develop and stimulate critical thinking and appreciation for multiple realities and perspectives.</li> <li>· Demonstrate resourcefulness in finding, selecting, and using instructional resources.</li> <li>· Use technology to support learner-centered strategies that address the diverse needs of students.</li> </ul> </li> <li>5. Students will understand the importance of transforming the curriculum and instructional practices to reflect equity and quality for all students. <ul style="list-style-type: none"> <li>· Describe the rationale for incorporating instruction on socio-cultural issues of diversity.</li> <li>· Describe ways to ensure equitable practices in the classroom.</li> <li>· Demonstrate skills for adapting instructional experiences to match the needs of individual students</li> <li>· Apply technology to increase productivity.</li> </ul> </li> </ol>
3	62-543 Practicum in Early Childhood Education	<p>Each objective addresses diversity. Specifically, this course is intended to develop the following competencies:</p> <ol style="list-style-type: none"> <li>1. The student will engage in developmentally appropriate practice with infants, toddlers, and preschool children by applying theory and pedagogical knowledge to the following classroom practices:</li> </ol>

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		<ol style="list-style-type: none"> <li>a. Planning state standards-based learning centers / group times and preparing quality learning environments (KQI's: 3b, 6b)</li> <li>b. Conducting focused observations for assessment and evaluation purposes in early childhood. (KQI's: 3b, 4b)</li> <li>c. Planning and implementing specific strategies to work effectively with a child with special needs or possible development delays in the class setting. (KQI's: 1b, 4b, 6b)</li> <li>d. Assisting the mentor teacher to establish relationships with professionals, parents, and the community to enhance the child's development. (KQI's: 1b, 2b, 5b)</li> <li>e. Engaging in reflective thinking to promote professional practice and development.</li> </ol>
1,2	62-542 Curriculum and Methods in Early Childhood Special Education	The candidate will describe the role of collaboration in providing early intervention/early childhood special education services and the professional ethics associated with working with colleagues, families, and young children with diverse abilities.
1,2	62-541 Early Childhood Assessment	<p><u>Course Objectives:</u> Specifically, this course is intended to develop the following competencies(Diversity):</p> <ol style="list-style-type: none"> <li>1. The candidate will identify and describe best practices in the assessment of infants and young children with diverse abilities.</li> <li>2. The candidate will describe, use, and analyze assessment tools and methods for use with infants and young children with diverse abilities in assessment and program planning.</li> <li>3. The candidate will identify strategies to partner with families in their child's assessment and promote ongoing communication.</li> <li>4. The candidate will describe how variations in development may be manifested in infants and young children and how to plan and apply appropriate strategies to promote development.</li> <li>5. The candidate will identify strategies for effective collaboration with early childhood team members.</li> </ol>

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3	62-532 Family and community resources	<p>Each one of these objectives addresses diversity:</p> <ol style="list-style-type: none"> <li>1. The student will demonstrate knowledge of the rationale and historical development for parental involvement in the education of their children. (KQI's: 1b, 3b, 6b)</li> <li>2. The student will demonstrate knowledge in how to identify family strengths and needs. (KQI: 3b, 4b)</li> <li>3. The student will identify components necessary to create effective parent-school relationships and develop and organize parent groups. (KQI's: 1b, 2b, 3b)</li> <li>4. The student will examine the effective involvement of families in the educational process within a center-based model. (KQI's: 1b, 2b)</li> <li>5. The student will examine the effective involvement of families in the educational process within a home-based model. (KQI's: 1b, 2b)</li> <li>6. The student will demonstrate knowledge of involving families of the exceptional child and the culturally diverse child. (KQI's: 1b, 5b)</li> <li>7. The student will demonstrate knowledge to act responsibly when child abuse or neglect is suspected. (KQI: 1b)</li> <li>8. The student will demonstrate knowledge of community resources relevant to young children and their families. (KQI's: 1b, 2b)</li> <li>9. The student will demonstrate knowledge of the rights and responsibilities of families and students, as well as ethical standards of the profession. (KQI: 1b)</li> </ol>
3	62-531 Curriculum and methods in EC	<p>The student will demonstrate proficiency in setting up learning centers and thematic units that integrate all areas of the curriculum and demonstrate sensitivity to children from different backgrounds and with varying abilities. (KQI: 3b, 4b, 5b)</p> <p>The student will demonstrate knowledge of current issues in the field of early childhood education and the principles of non-biased education in early childhood settings. (KQI: 3b, 4b, 5b)</p> <p>The student will demonstrate knowledge of the importance of parent involvement in early childhood education programs. (KQI: 1b, 3b)</p>
1,2	62-508 Transition/ Career Education	Recognize similarities and differences among students with disabilities and the potential impacts of differences in values, languages, and customs that can exist between home and school regarding instruction and transition decisions and programming.
4	61-471 Student Teaching in the Elementary School	No syllabus listed

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4	61-470 Directed Tchg. Elementary-Secondary  61-471 Directed Tchg. Elementary School  61-473 Directed Tchg. Early Childhood  61-472 Directed Tchg. Secondary School  61-474 Directed Tchg. Middle School  61-690 Internship in Secondary Teaching  61-480 Directed Tchg. Early Childhd Spec Ed  61-481 Directed Tchg. Cross Categorical Sp. Ed.: Elementary  61-482 Directed Tchg. Cross Categorical Sp. Ed.: Secondary	
3	62-407/62-456 Elementary School Language Arts Practicum/Practicum and Seminar in Elementary School Reading	<u>Course Objectives:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> The student will plan lessons to accommodate the needs of students with exceptionalities and cultural and linguistic differences.</li> <li><input type="checkbox"/> The student will plan and teach the lessons using the prepared plans and the appropriate materials to meet the needs of diverse student populations.</li> </ul> <u>Diversity</u> In this practicum, students will include and highlight accommodations/modifications on parallel lesson plans taught to Horace Mann students. Course syllabi are regularly reviewed by the Diversity Committee.

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3	61-461 School and Society	<p><u>Diversity:</u> Diverse experiences offered during this course include opportunities to observe and interact during field experiences with faculty, staff, and students within a diverse school community. Course syllabi are regularly reviewed by the Diversity Committee. Describe five philosophically different approaches to multicultural education</p>
3	62-420 Content Teaching in Elementary School	<p><u>Course Objectives:</u> The student will select and create learning experiences that accommodate diverse learners, including students with special needs, and learning experiences that are appropriate for curriculum goals in math, science and social studies. (KQI: 3b, 4b, 5b, 6b)</p> <p><u>Diversity Visit</u> The class will visit a class in an urban setting. You will be expected to attend and participate in all activities. If for some reason you are unable to attend this educational trip, you will need to schedule your own visitation at an urban public school setting. All outside visits must be approved by professors. This must be a diverse setting with a high level of racial and ethnic diversity.</p>
3	62-410 Elementary School Social Studies	<p><u>Diversity</u> Diverse experiences offered during this course include opportunities to prepare and teach social studies lessons and writing plans that include accommodations and modifications appropriate for children with special needs. Course syllabi are regularly reviewed by the Diversity Committee.</p> <p><u>Course Objectives:</u> Use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and disabilities.</p>
3	62-407 Elementary School Language Arts Practicum	<p><u>Course Objectives:</u></p> <ul style="list-style-type: none"> <li>• The student will plan lessons to accommodate the needs of students with exceptionalities and cultural and linguistic differences.</li> <li>• The student will plan and teach the lessons using the prepared plans and the appropriate materials to meet the needs of diverse student populations.</li> </ul> <p><u>Diversity</u> In this practicum, students will include and highlight accommodations/modifications on parallel lesson plans taught to Horace Mann students. Course syllabi are regularly reviewed by the Diversity Committee.</p>

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1,2	62-386 Methods of Teaching Cross-Categorical Sped: Functional/Physical	<p><u>Course Rationale</u>  This course will provide participants with knowledge of appropriate instructional methods and materials and skills in determining appropriate instructional approaches for learners with mild/moderate disabilities associated with subaverage intellectual functioning and/or physical and other health impairments. Emphasis will be on a functional curriculum approach and making accommodations and adaptations in both curriculum and environment to meet the needs of students with disabilities in general education and cross-categorical settings.</p> <p><u>Course Objectives</u>  Specifically, this course is intended to develop the following competencies:</p> <ol style="list-style-type: none"> <li>1. Discuss the definitions, eligibility criteria, and identification of mild/moderate disabilities including moderate intellectual disabilities, physical and other health impairments. (CAT 1; CC7)</li> <li>2. Design instructional programs that increase the integration of students with mild/moderate disabilities including moderate intellectual disabilities, physical and other health impairments in general education settings and community environments. (CAT7; CAT12; CC1; CC4; CAT2; CAT3)</li> <li>3. Demonstrate the ability to use evidence-based instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multi-sensory, and concrete/manipulative techniques. (CAT7; CAT12; CC1; CC4)</li> <li>4. Determine appropriate communication strategies including alternative communication systems and assistive technologies to facilitate communications for students with mild/moderate disabilities. (CAT2; CAT7; CC3; CC4; CC5; CC16)</li> <li>5. Interpret diagnostic summaries and IEP components to develop appropriate educational programs for students with mild/moderate disabilities including intellectual and physical disabilities and other health impairments. (CAT1; CAT7)</li> <li>6. Design educational programs and learning environments that consider physical, social, affective, and educational implications of mental and physical disabilities and health impairments. (CAT1; CC1; CC4; CC5)</li> <li>7. Discuss appropriate adaptations and accommodations for physical environments for students with physical disabilities and the use universal precautions in educational settings. (CC5; CC7)</li> <li>8. Explain the roles and responsibilities of various educational, health care professionals and agencies and families and discuss appropriate communication and collaboration techniques for all key players in the education and care of individuals with mild/moderate disabilities. (CAT1; CC7)</li> </ol>
3	62-380 Diagnostic and Corrective Reading	<p><u>Diversity</u>  In this course, students will include and highlight strategies developed to accommodate students with identified literacy needs. Course syllabi are regularly reviewed by the Diversity Committee.</p>

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3	62-371 Intro to Special Education	<p><u>Course Objectives</u></p> <ul style="list-style-type: none"> <li>The student will explain the process of identifying students with special needs which considers the impact of language, culture, and environment, methods of working with these students, and sources of referral available to teachers and families of identified individuals with various exceptionalities that include: (1) intellectual disabilities, (2) learning disabilities, (3) emotional and/or behavioral disorders, (4) physical and other health impairments, (5) giftedness, (6) autism and (7) traumatic brain injury. (KQIs: 1b, 2b, 3b, 4b, 5b, 6b)</li> <li>The student will complete 15 service hours with a population(s) of individuals with disabilities and write a reflection on the experience, insights gained, and implications for teaching students with special needs. (KQIs: 1b, 4b, 5b, 6b)</li> </ul> <p>Diversity: This course focuses on many types of diversity that affect student learning and behavior. Specific attention is given to the impact of cultural, ethnic, racial, and language diversity on the special education process.</p> <p><u>TD: Cultural Diversity Prompt:</u> Write a 150-250 word reflection (15 pts.) on the reading -- <i>The Indian Father's Plea</i>. Include: 1) insights you gained, 2) whether or not you agree or disagree with the Indian father &amp; his approach, 3) the impact of Wind Wolf's culture difference not being addressed in school, 4) the teacher's responsibility to help Wind Wolf assimilate, and 5) how this reading and your insights will impact you as a teacher. Be sure to address ALL 5 prompts. (3 pts. Each)</p> <p><b>Indian Father Reading Response Scoring Guide</b></p> <table border="1" data-bbox="581 1222 1523 1701"> <thead> <tr> <th>Pts. Earned</th> <th>Pts. Possible</th> <th>Criteria:</th> </tr> </thead> <tbody> <tr> <td align="center">+</td> <td align="center">3</td> <td>What insights did you gain from the reading?</td> </tr> <tr> <td align="center">+</td> <td align="center">3</td> <td>Do you agree with the father's approach as reflected in his letter to the teacher?</td> </tr> <tr> <td align="center">+</td> <td align="center">3</td> <td>What was the impact of the teacher's lack of knowledge or inability to recognize how cultural difference might impact a student's learning?</td> </tr> <tr> <td align="center">+</td> <td align="center">3</td> <td>What is the teacher's responsibility to assimilate Wind Wolf and other students from diverse cultures to the school culture?</td> </tr> <tr> <td align="center">+</td> <td align="center">3</td> <td>How will this reading and your insights impact you as a teacher?</td> </tr> <tr> <td align="center">+</td> <td align="center">15</td> <td>Total Points</td> </tr> </tbody> </table>	Pts. Earned	Pts. Possible	Criteria:	+	3	What insights did you gain from the reading?	+	3	Do you agree with the father's approach as reflected in his letter to the teacher?	+	3	What was the impact of the teacher's lack of knowledge or inability to recognize how cultural difference might impact a student's learning?	+	3	What is the teacher's responsibility to assimilate Wind Wolf and other students from diverse cultures to the school culture?	+	3	How will this reading and your insights impact you as a teacher?	+	15	Total Points
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3	62-356 Teaching Reading/Language Arts in the Elementary School	<p><u>Course Objectives:</u> Differentiate instruction to meet the needs of diverse learners</p> <p><u>Diversity:</u> Diverse experiences offered during this course include opportunities to prepare and teach three language arts lesson plans that include accommodations and modifications appropriate for children with special needs. Course syllabi are regularly reviewed by the Diversity Committee.</p>																					

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1, 2	62-341 Program Management	<u>Course Objectives</u> Specifically, this course is intended to develop the following competencies: <input type="checkbox"/> Demonstrate an understanding of advocacy issues impacting diverse children and their families.
1, 2	62-340 Principles of Early Childhood Education	<ol style="list-style-type: none"> <li>1. The student will understand the concept of non-biased, multicultural education and its infusion in the early childhood classroom. (KQI's 5b)</li> <li>2. The student will be aware of the importance of parents, teachers and the extended community in early childhood education. (KQI's: 5b)</li> </ol>
1, 2	62-320 Classroom and Behavior Management	<u>Course Objectives:</u> <ol style="list-style-type: none"> <li>1. The candidate will demonstrate knowledge of the importance of developing good behavior management and discipline strategies for a diverse student population.</li> </ol>
1,2	62-320 Classroom and Behavior Management	<u>Course Objectives:</u> <ol style="list-style-type: none"> <li>1. The candidate will demonstrate knowledge of the importance of developing good behavior management and discipline strategies for a diverse student population.</li> </ol>
1,2	62-312 Developmental foundations of EC	Students will be able to demonstrate their awareness of the complexity of contexts in which children develop.
	62-301 Reporting Pupil Progress	<ol style="list-style-type: none"> <li>1. demonstrate expertise in stating and in classifying educational objectives according to Bloom's Taxonomy in a diverse classroom</li> <li>2. write and evaluate assessments differentiated for students' needs</li> <li>3. discusses differences in development, use, and audience for formative and summative assessments</li> </ol>
3	61-252 Pluralism in a Multicultural Society	<u>Course Objectives</u> This course will provide students with an open environment in which to <ol style="list-style-type: none"> <li>1. Experience and begin to understand plurality</li> <li>2. Think critically about the issues outlined above</li> <li>3. Understand multiple perspectives exist and should be afforded respect and study</li> <li>4. Create an individual awareness which may assist in the eradication of discrimination.</li> </ol> Tim's syllabus: Enable students to develop your own Diversity Framework based on content experts' frameworks for appreciating and promoting a socially-just society through pluralism and appreciation of multi-cultural understanding  <u>Expectation</u> Engagement in meaningful conversations, projects and activities seeking to understand diverse people different than yourself either by race, culture, socio-economic status, religion, disability/ableism, gender or sexual orientation.

Proficiency	Course Number/Name	<p align="center"><b>Diversity Info by proficiency:</b></p> <ol style="list-style-type: none"> <li>1. Exploring one's own socio-historical background and its role in identify formation;</li> <li>2. Analyzing one's own biases and assumptions;</li> <li>3. Examining how their identity impacts their interactions with others;</li> <li>4. Synthesizing the above competencies to understand a larger system of inequities.</li> </ol>
1, 2	62-216 Literature for the Elementary School	<p><u>Course Objectives:</u> Competency III: Demonstrate an awareness of contemporary realistic fiction and multicultural literature. (KQI: 5b) (ISTE II D, VI B)</p> <p><u>Performance Indicators:</u></p> <ol style="list-style-type: none"> <li>a. Reflect and relate contemporary realistic fiction and multicultural literature values, characteristics, issues and themes.</li> <li>b. Explain how contemporary realistic fiction and multicultural literature has changed.</li> <li>c. Discuss controversial issues and the guidelines for selecting controversial fiction.</li> <li>d. Identify literature which is sensitive to the special needs child.</li> <li>e. Become acquainted with major writers of children's literature and their works.</li> <li>f. Compare and contrast the images of racial and ethnic minorities in past and present literature.</li> <li>g. Evaluate multicultural literature and develop strategies for using multicultural literature in the classroom.</li> <li>h. Develop an appreciation for racial and ethnic minorities' literature.</li> </ol>
3	62-211 Observation and Activity in the Elementary School	<p><u>Course Rationale:</u> This is the first in a sequence of clinical or field experiences, which will provide opportunities to interact with teachers and children of different abilities, ethnic, cultural, and linguistic backgrounds. Elementary education majors will be able to observe first hand relevant programs where teachers are facilitators of life-long learning in a child's constantly changing world.</p> <p><u>Course Objectives:</u> Identify characteristics of the school, classroom, and students that impact the teaching/learning process including those related to differences in backgrounds, cultures, interests, knowledge, and abilities.</p>
1, 2	62-130 Ed Computing & Tech	<p><u>Course Outcomes:</u> The Northwest student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the basic features of educational computing and technology that foster students' effective citizenship in a culturally diverse, democratic society in an interdependent world.</li> <li>2. Demonstrate proficiency in developing instructional activities for elementary students infused with global and multicultural perspectives that integrate technology.</li> </ol>
1,2	61-260/262 Secondary/Middle School Practicum I	Students have a six hour diversity requirement (diversity bus tour of Kansas City).
1,2	61-665 School Law	Students will examine documents including but not limited to handbooks, discipline referrals, etc to ensure students are being treated fairly and ethically. EEOC, OCR, and other offices will be included in assignments and the understanding of diversity and discrimination included.