

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
<b>Elementary</b>		
62-371 Introduction to Special Education	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.	1,2
MUS 19-380- Music in Elementary School	Students will demonstrate knowledge of materials that may be used in planning music activities such as children’s literature, folk songs, and technology *Sharing Session (3 minutes) – Sing-a-long sites Sing-a-long links (10) due (uploaded – dropbox and doc sharing) *Sharing session (3 minutes) – history song videos History song video link (10) due (uploaded – dropbox and doc sharing)	1,2
08-333 Developmental Psychology	<p>Students will show an understanding of how culture impacts the implementation and interpretation of various theories.· * Explain how changes in technology impact traditional developmental theories and beliefs. • Show an understanding of how culture impacts the implementation and interpretation of various theories.</p> <ul style="list-style-type: none"> <li>• Apply developmental theories to your own life and the lives of others in order to better understand how some aspects of development are universal while others are individually and culturally specific. *2C4. Recognizes diversity and the impact it has on education **3C. . . . Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools. Extensive and substantive field experiences and clinical practices for both conventional and distance learning programs are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates’ effectiveness as teachers.</li> </ul> <p>*2C. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>4B. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p> <ul style="list-style-type: none"> <li>*• Discuss various influences that affect the individual’s physical, cognitive, emotional, and social development through the lifespan.</li> <li>• Show an understanding of how culture impacts the implementation and interpretation of various theories.</li> <li>• Explain how changes in technology impact traditional developmental theories and beliefs.</li> <li>• Apply developmental theories to your own life and the lives of others in order to better understand how some aspects of development are universal while others are individually and culturally specific.</li> </ul> <p>2C6. Shows an understanding that instruction should be connected to students’ prior experiences and family, culture, and community *4A. . . . Candidates learn to contextualize teaching and draw effectively on representations from the students’ own experiences and cultures. They challenge students toward cognitive complexity and engage all students, including English language learners and students</p>	1,2
13-380 Art in the Elementary School	In class – Picturing Writing – how to implement watercolor techniques into a language arts lesson, word walls, etc., Paintings for book, development of writing process. Modifications for diverse learners Discussion of artistic development, modifications for students with special needs. Look at examples of student work at different stages. Safety in art making. In class – methods of teaching at different stages include modifications for students with special needs. * Chapters 12 & 13 Art Criticism, Art History Project due – completed social studies/mask lesson with samples of art lesson include modifications for students with special needs	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
17-471 Math Methods for Elementary Teachers	Students will engage in strategies for teaching via inquiry, where students discover the big idea—mathematical concept—rather than the teacher telling them; good questions and expected responses; accommodations of various learning styles; * Children’s Literature Presentation * Write a Learning Cycle model lesson plan, including formulating objectives, identifying the MO state goals & CCSSMs being addressed, addressing diverse learning needs	1,2
22-238 Elementary Health and PE Methods	The teacher candidate will develop an appropriate assessment plan, aligned with Missouri standards, with accommodation for rate, ability, and special needs. -Instruction for Individual Needs *	1,2
61-461 School and Society	Students will review the concept of Multiculturalism * Mini Lesson (75 pts.)	1,2
62-211 Observation and Activity in the Elementary School	This course provides elementary education majors with direct and guided observations in a classroom early in their undergraduate experience. 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. *4. 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. *Miller, H. M. (1998). Teaching and learning about cultural diversity. Reading Teacher, 52(1), 76-78. *Morgan, H. (2010). Improving schooling for cultural minorities: The right teaching styles can make a big difference. Educational Horizons, 88(2), 114-20. Retrieved from Education Full Text database. * Discussion topics: A. Learning Needs or Characteristics OR B. Classroom Discipline including Feedback and Praise * Discuss observation topics: Learning Needs or Characteristics and Classroom Discipline including Feedback and Praise * C. Student characteristics (2 points): Describe the students in the classroom including the number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs and how these factors impact the teaching and learning in the classroom in which you are observing. *Diverse experiences will be offered when appropriate and accessible. The Diversity Committee regularly reviews syllabi.	1,2
62-420 Content Teaching Practicum	In this class, details of what should be included in these records will be discussed in class, but may include the different instructional strategies utilized to work with the diverse students.	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
62-216 Literature for the Elementary School	<p>Student will be able to identify general characteristics of children at each developmental stage that provides clues for appropriate literature. * Discuss stereotypes present in books for children. * Demonstrate an awareness of contemporary realistic fiction and multicultural literature. * a. Reflect and relate contemporary realistic fiction and multicultural literature values, characteristics, issues and themes</p> <p>* b. Explain how contemporary realistic fiction and multicultural literature has changed</p> <p>c. Discuss controversial issues and the guidelines for selecting controversial fiction.</p> <p>d. Identify literature which is sensitive to the special needs child</p> <p>Compare and contrast the images of racial and ethnic minorities in past and present literature.</p> <p>g. Evaluate multicultural literature and develop strategies for using multicultural literature in the classroom.</p> <p>h. Develop an appreciation for racial and ethnic minorities' literature.</p> <p>Compare and contrast the similar characteristics and motifs of folktales from different ethnic and cultural heritages. *g. Literature for Special Needs *k. Multicultural Fiction</p>	1,2
62-320 Classroom & Behavior Management	<p>The candidate will demonstrate knowledge of the importance of developing good behavior management and discipline strategies for a diverse student population. * The candidate will demonstrate knowledge of the legal aspects of discipline in school systems.</p> <p>*Management Strategies that Support Appropriate Behavior &amp; Respond to Disruptive Behavior (60pts)</p> <p>1. Individual Behavior Change Plan: (65pts)</p> <p>Students will identify a personal behavior they wish to increase or decrease. As part of the plan, the student will: (1) identify the behavior to be changed (target behavior), (2) develop a data collection and form, (3) collect data on the target behavior, (4) develop a hypothesis of the function of the target behavior, and (4) design an intervention plan. Guidelines/scoring guide will be available on eCompanion.</p> <p>2. In-Class/Out-of-Class Activities: (@50pts)</p> <p>Students will participate in a variety of activities that may include video reflections, chapter applications, threaded discussions, group work in class, and simulations. These activities are unannounced, and students must be in class to participate in the activity. Other out-of-class activity activities will be assigned to be brought to class for a related in-class activity the following class period.</p>	1,2
62-356 Teaching Reading and Language Arts in the Elementary School	<p>Traveling Book Bag Project; * Within a small group, create a Traveling Book Bag (Tompkins, p. 32) for a 1st grade classroom demonstrating knowledge of meaningful home-school interactions listed in the scoring rubric. * 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>	1,2
62-380 Diagnostic & Corrective Reading	<p>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. * 4. Running Records and Strategies (25 points possible): Each student will listen to three running records tapes and evaluate miscues and cueing systems used by the child. A written analysis of each of the running records and a description of five appropriate instructional strategies, with rationale, for one of the children will be completed.</p>	1,2
62-410 Elementary School Social Studies	<p>Diverse experiences offered during this course include opportunities to prepare and teach a social studies lesson and writing plans that include accommodations and modifications appropriate for children with special needs. Course syllabi are regularly reviewed by the Diversity Committee.</p>	1,2

<b>Courses</b>	<b>Diversity Related Content</b>	<b>Proficiencies Addressed (see Table 4.3 a)</b>
08-303 Educational Psychology	In this course, the role of social factors, including gender and ethnic differences, and development in the learning process, *Understanding the role of social factors, including gender and ethnic differences, and development in the learning process.	1,2
62-301 Reporting Pupil Progress	In this course students will demonstrate expertise in stating and in classifying educational objectives according to Bloom's Taxonomy in a diverse classroom * • Contains a minimum of four multiple choice, four matching, four alternate choice, four short answer/completion, and two essay items all reviewed for biases * • is inclusive of accommodations and modifications for diverse learners	1,2
62-407/62-456 Elem School Lang Arts Prac/Prac and Sem in Elem School reading	1. The student will plan lessons to accommodate the needs of students with exceptionalities and cultural and linguistic differences. * 2. The student will plan and teach the lessons using the prepared plans and the appropriate materials to meet the needs of diverse student populations. * We will follow the Hunter/Parallel lesson plan format, listing and highlighting modifications and accommodations in each plan. * Diversity 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.	1,2
62-356 Teaching Reading and Language Arts in the Elementary School	Traveling Book Bag Project; * Within a small group, create a Traveling Book Bag (Tompkins, p. 32) for a 1st grade classroom demonstrating knowledge of meaningful home-school interactions listed in the scoring rubric. * 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.	1,2
28-380 Methods in Elem School Science	In this class, students will be involved in: Inquiry & The Diverse Elementary Science Classroom- Jigsaw Readings: a. Buck (2000) Teaching Science To ESL Learners b. Hammrich (1997) Yes, Daughter, You Can c. Clark (1999) Minorities in Math and Science d. Van-Tassel Baska (1998) Planning Science Programs for High Ability Learners e. Steele (2007) Science Success for Students with Special Needs *Resource: • Connect Magazine special issue on Diversity in the Classroom * Hansen (2006) Strategies for ELL Success *Seamless Assessment • Science Learning Cycle (Lesson Plan) • Science Teaching Portfolio	1,2

## MIDDLE SCHOOL

61-461 School and Society	In this class, students will: Review the concept of Multiculturalism * Mini Lesson (75 pts.)	1,2
08-303 Educational Psychology	In this class, students will gain an understanding the role of social factors, including gender and ethnic differences, and development in the learning process,	1,2

<b>Courses</b>	<b>Diversity Related Content</b>	<b>Proficiencies Addressed (see Table 4.3 a)</b>
61-262 Middle School Teaching Practicum I	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	1,2
62-353 teaching reading in Content Areas/ 62-430 Teaching Writing in Middle School	. In this course, students will demonstrate an understanding of the reading needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally different. **Demonstrate an understanding of the literacy needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally diverse. *** Literacy Teaching and Learning in Diverse Classrooms: Objective 11 (62-353) and Objective 7 (62-430) ***Self-Selected Independent Projects **This category has been established to accommodate individual learning needs within the class. ***Diversity: Diverse experiences offered during this course include in-class activities and the model for the self-selected projects. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
62-356 Teaching Reading and Language Arts in Elementary School	Traveling Book Bag Project; ** Within a small group, create a Traveling Book Bag (Tompkins, p. 32) for a 1st grade classroom demonstrating knowledge of meaningful home-school interactions listed in the scoring rubric.** Diversity 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.	1,2
62-371 Introduction to Special Education	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.	1,2

## Early Childhood

15-312 Child Development	Diversity: Diversity will be addressed through course content and course methodology. The course content will guide the student toward an understanding of both learner differences as well as variation in family form and cultural background.	1,2
15-330 Preschool and Elementary Nutrition Education	Diversity: Diversity will be addressed through course content and course methodology. The course content will guide the student toward an understanding of both learner differences as well as variation in family form and cultural background.	1,2
15-410 Parenthood Education	Diversity: Diversity will be addressed through course content and course methodology. The course content will guide the student toward an understanding of both learner differences as well as variation in family form and cultural background.	1,2
62-340 Principles of Early Childhood Education	The student will understand the concept of non-biased, multicultural education and its infusion in the early childhood classroom. (KQI's 5b); ** 7. The student will be aware of the importance of parents, teachers and the extended community in early childhood education. (KQI's: 5b) ** Who am I in the lives of young children?	1,2
62-531 Curriculum & Methods in Early Childhood Education	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. ** 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) ** The student will demonstrate knowledge of the importance of parent involvement in early childhood education programs. (KQI: 1b, 3b)	1,2

<b>Courses</b>	<b>Diversity Related Content</b>	<b>Proficiencies Addressed (see Table 4.3 a)</b>
62-532 Family & Community Resources in Early Childhood Education	The student will demonstrate knowledge to act responsibly when child abuse or neglect is suspected. ** The student will demonstrate knowledge of the rights and responsibilities of families and students, as well as ethical standards of the profession. ** o Assignment: Final project and presentation. As a culminating project you will create an 'animoto' film / presentation that reaches out to families with particular circumstances, diversity related issues or develop something for teachers with tips for working with families to resolve challenging attitudes and behavior. On the final exam day you will present this project to your class.	1,2

## SPECIAL EDUCATION

62-301 Reporting pupil Progress	Students will demonstrate expertise in stating and in classifying educational objectives according to Bloom's Taxonomy in a diverse classroom ** • is inclusive of accommodations and modifications for diverse learners	1,2
62-382 Intro to Cross Categorical Spec Ed	The student will be able to identify, outline, and label the definitions and issues related to the identification of individuals with exceptional learning needs (mild/moderate and high incidence disabilities), including those with culturally and linguistically diverse backgrounds. ** 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. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
62-386 Methods of Teaching Cross Categorical SPED	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. Service hours that involve preservice teachers working and interacting with individuals with disabilities are a course requirement.	1,2
61-461 School & Society	In this course, students will review the concept of Multiculturalism	1,2
62-574 Teaching Math to Students with Disabilities	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. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
62-508 Transition & Career Education for Students w/ Mild/Moderate Disabilities	In this course, students will: 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. ** 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. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
62-384 Teaching Students in Cross categorical Special Ed: Academic and Behavioral	The student will discuss disorders of spelling, handwriting and written expression and appropriate interventions. ** The student will discuss mathematic disabilities and appropriate interventions. ** 5 weeks of serving as a pen-pal to either a teacher of, or to students with academic and/or behavior disabilities ** 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. Course syllabi are regularly reviewed by the Diversity Committee	1,2
62-371 Intro to Special Education	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. ** Multicultural and Bilingual Aspects of Special Education	1,2

<b>Courses</b>	<b>Diversity Related Content</b>	<b>Proficiencies Addressed (see Table 4.3 a)</b>
62-471 Assessment in Special Education Lab	The student is expected to demonstrate competencies in strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities. **	1,2
62-470 Assessment in Special Education	The student is expected to demonstrate competencies in strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities. **	1,2
62-444 Teaching Students in Cross Categorical Special Education	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 ** • Choose target student and schedule a separate time to review the student’s IEP and Evaluation Report ** 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. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
62-353 teaching Reading in the Content Areas	In this course, the student will demonstrate an understanding of the reading needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally different. ** Literacy Teaching and Learning in Diverse Classrooms: ** This category has been established to accommodate individual learning needs within the class. ** Diverse experiences offered during this course include in-class activities and the model for the self-selected projects. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
08-303 Educational Psychology	In this course, the student will engage in the role of social factors, including gender and ethnic differences, and development in the learning process, *Understanding the role of social factors, including gender and ethnic differences, and development in the learning process	1,2
08-333 Developmental Psychology	Students will show an understanding of how culture impacts the implementation and interpretation of various theories.** Explain how changes in technology impact traditional developmental theories and beliefs.	1,2
13-380 Art in the Elementary School	In class – Picturing Writing – how to implement watercolor techniques into a language arts lesson, word walls, etc., Paintings for book, development of writing process. Modifications for diverse learners * Discussion of artistic development, modifications for students with special needs. Look at examples of student work at different stages. Safety in art making. * In class – methods of teaching at different stages include modifications for students with special needs. *Art Criticism, Art History – submit via email any questions over reading or brief reflection *Project due – completed social studies/mask lesson with samples of art lesson include modifications for students with special needs * critiques and printmaking, include modifications for students with special needs.	1,2
17-471 Math Methods for Elementary Teachers	In this course, the student will be engaged in strategies for teaching via inquiry, where students discover the big idea—mathematical concept—rather than the teacher telling them; good questions and expected responses; accommodations of various learning styles; * Children’s Literature Presentation * Write a Learning Cycle model lesson plan, including formulating objectives, identifying the MO state goals & CCSSMs being addressed, addressing diverse learning needs	1,2
MUS 19-380- Music in Elementary School	In this course, the student will demonstrate knowledge of materials that may be used in planning music activities such as children’s literature, folk songs, and technology *Sharing Session (3 minutes) – Sing-a-long sites Sing-a-long links (10) due (uploaded – dropbox and doc sharing) *Sharing session (3 minutes) – history song videos History song video link (10) due (uploaded – dropbox and doc sharing)	1,2
22-238 Elementary Health and PE Methods	<u>Diversity:</u> The teacher candidate will develop an appropriate assessment plan, aligned with Missouri standards, with accommodation for rate, ability, and special needs. * Standard 3: Instruction for Individual Needs *	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
61-461 School and Society	In this course, the student will review the concept of Multiculturalism * Mini Lesson (75 pts.)	1,2
62-211 Observation and Activity in the Elementary School	<p>This course provides elementary education majors with direct and guided observations in a classroom early in their undergraduate experience. 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. *4. 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. *Miller, H. M. (1998). Teaching and learning about cultural diversity. Reading Teacher, 52(1), 76-78.</p> <p>*Morgan, H. (2010). Improving schooling for cultural minorities: The right teaching styles can make a big difference. Educational Horizons, 88(2), 114-20. Retrieved from Education Full Text database.</p> <p>* Discussion topics:</p> <p>A. Learning Needs or Characteristics OR B. Classroom Discipline including Feedback and Praise * Discuss observation topics: Learning Needs or Characteristics and Classroom Discipline including Feedback and Praise * C. Student characteristics (2 points): Describe the students in the classroom including the number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs and how these factors impact the teaching and learning in the classroom in which you are observing. *Diverse experiences will be offered when appropriate and accessible. The Diversity Committee regularly reviews syllabi.</p>	1,2
62-420 Content Teaching Practicum	Details of what should be included in these records will be discussed in class, but may include the different instructional strategies utilized to work with the diverse students.	1,2
62-407/62-456 Elem School Lang Arts Prac/Prac and Sem in Elem School reading	<p>1. The student will plan lessons to accommodate the needs of students with exceptionalities and cultural and linguistic differences. * 2. The student will plan and teach the lessons using the prepared plans and the appropriate materials to meet the needs of diverse student populations. * We will follow the Hunter/Parallel lesson plan format, listing and highlighting modifications and accommodations in each plan. * Diversity</p> <p>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>	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
62-216 Literature for the Elementary School	<p>Identify general characteristics of children at each developmental stage that provides clues for appropriate literature will be addressed in this course. * Discuss stereotypes present in books for children. * Demonstrate an awareness of contemporary realistic fiction and multicultural literature. * a. Reflect and relate contemporary realistic fiction and multicultural literature values, characteristics, issues and themes</p> <p>* b. Explain how contemporary realistic fiction and multicultural literature has changed</p> <p>c. Discuss controversial issues and the guidelines for selecting controversial fiction.</p> <p>d. Identify literature which is sensitive to the special needs child</p> <p>Compare and contrast the images of racial and ethnic minorities in past and present literature.</p> <p>g. Evaluate multicultural literature and develop strategies for using multicultural literature in the classroom.</p> <p>h. Develop an appreciation for racial and ethnic minorities' literature.</p> <p>Compare and contrast the similar characteristics and motifs of folktales from different ethnic and cultural heritages. *g. Literature for Special Needs *k. Multicultural Fiction</p>	1,2
62-320 Classroom & Behavior Management	<p>The candidate will demonstrate knowledge of the importance of developing good behavior management and discipline strategies for a diverse student population. * The candidate will demonstrate knowledge of the legal aspects of discipline in school systems.</p> <p>*Management Strategies that Support Appropriate Behavior &amp; Respond to Disruptive Behavior (60pts)</p> <p>*4. Individual Behavior Change Plan: (65pts)</p> <p>Students will identify a personal behavior they wish to increase or decrease. As part of the plan, the student will: (1) identify the behavior to be changed (target behavior), (2) develop a data collection and form, (3) collect data on the target behavior, (4) develop a hypothesis of the function of the target behavior, and (4) design an intervention plan. Guidelines/scoring guide will be available on eCompanion.</p> <p>*6. In-Class/Out-of-Class Activities: (@50pts)</p> <p>Students will participate in a variety of activities that may include video reflections, chapter applications, threaded discussions, group work in class, and simulations. These activities are unannounced, and students must be in class to participate in the activity. Other out-of-class activity activities will be assigned to be brought to class for a related in-class activity the following class period.</p>	1,2
62-356 Teaching Reading and Language Arts in the Elementary School	<p>Traveling Book Bag Project; * Within a small group, create a Traveling Book Bag (Tompkins, p. 32) for a 1st grade classroom demonstrating knowledge of meaningful home-school interactions listed in the scoring rubric. * 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>	1,2
62-380 Diagnostic & Corrective Reading	<p>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. * 4. Running Records and Strategies (25 points possible): Each student will listen to three running records tapes and evaluate miscues and cueing systems used by the child. A written analysis of each of the running records and a description of five appropriate instructional strategies, with rationale, for one of the children will be completed.</p>	1,2

<b>Courses</b>	<b>Diversity Related Content</b>	<b>Proficiencies Addressed (see Table 4.3 a)</b>
62-410 Elementary School Social Studies	Diverse experiences offered during this course include opportunities to prepare and teach a social studies lesson and writing plans that include accommodations and modifications appropriate for children with special needs. Course syllabi are regularly reviewed by the Diversity Committee.	1,2

## Secondary

62-371 Introduction to Special Education	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.	1,2
65-260 Secondary Teaching Practicum I	Multicultural activity discussed is discussed in this course.	1,2
61-520 Techniques of Classroom Management and Discipline	In this course, students will: Develop and teach lessons that incorporate diversity; Develop a classroom and school climate that values diversity; Become aware of different teaching and learning styles shaped by cultural influences; Adapt instruction and services appropriate for all students including those with exceptionalities; Demonstrate dispositions that value fairness and learning by all students; Exhibit an understanding of the culture of the classroom; Display an awareness of the role of legal parameters in establishing a classroom management plan; Through projects and discussions, students will develop multicultural perspectives which lead to increased self-respect, greater respect for different cultural groups, and fewer inter-group conflicts due to ignorance, or misinformation.	1,2
61-360 Secondary School Teaching Practicum II	Students will participate in a mandatory teaching experience called the "Week Out" held November 5-9.	
62-353 teaching reading in Content Areas/ 62-430 Teaching Writing in Middle School	In this course, students will demonstrate an understanding of the reading needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally different; Demonstrate an understanding of the literacy needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally diverse; Literacy Teaching and Learning in Diverse Classrooms: Objective 11 (62-353) and Objective 7 (62-430); Self-Selected Independent Projects; This category has been established to accommodate individual learning needs within the class; Diversity: Diverse experiences offered during this course include in-class activities and the model for the self-selected projects; Course syllabi are regularly reviewed by the Diversity Committee.	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
61-569 Multiculturalism in Education	<p>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. • Recognize similarities and differences among diverse cultural groups.</p> <ul style="list-style-type: none"> <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> <p>** 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.</p> <ul style="list-style-type: none"> <li>• Reflect on ethnic ancestry and cultural heritage in relation to self-definition.</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. *** 3. Students will demonstrate knowledge of implementing a culturally responsive mindset through pedagogical practices.</li> <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> <p>** 4. Students will demonstrate an understanding of the importance of a multicultural curriculum instructional strategies, resources and materials, learning environment and technology. ** 5. Students will understand the importance of transforming the curriculum and instructional practices to reflect equity and quality for all students.</p> <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> </ul>	1,2
08-322 Adolescent Psych	<p>In this course, students will develop skills that help students work with a diverse population of students. Topics on diversity are noted throughout the textbook readings and will be covered in classroom lectures and discussions. Gender, exceptionalities, race, culture, religion, socioeconomic status and ethnicity all play a role in human development. The information in this course will provide knowledge helpful in understanding the social-cultural influences that impact the development of adolescents.</p>	1,2
44-580 Methods of Teaching Business and Marketing	<p>Diversity Awareness Exercise - Complete diversity awareness worksheet through class and discussion thread - Week of Sept 24-29.</p> <p>Ploghoft Lecture – Lewis Diuguid -Prof meeting opportunity ** Demonstrates awareness of student possessing diverse abilities, knowledge, interests, and experiences. Discuss the importance of research about learning styles and the impact on one's teaching. * Explain means by which the following can be incorporated: international business, diversity, and higher- order thinking skills. Prepare teacher work sample for a teaching content area</p>	

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
29-480 Methods of Teaching Speech and Theatre in Secondary School	1. Students will further their appreciation and understanding of the educational goals of the secondary public school and its diverse student population. ** 2. Students will develop an understanding of the philosophical basis of teaching secondary speech and theatre, and will incorporate that understanding into the development of a personal philosophy for teaching all secondary students in those disciplines. ** 3. Students will develop skills in planning for instruction in secondary speech and theatre and will demonstrate those skills through development of course outlines and syllabi, unit plans, Teacher Work Samples, and/or individual lesson plans (including modifications and accommodations). ** Detailed written lesson plans (along with any handouts you may use) will also be required and the final copies will be turned in immediately before the lesson. Plans must include accommodations and modifications for special and diverse populations. **	1,2
17-580/17-582 Methods in Secondary School Mathematics/ Math Methods for Middle School Teachers	This course will provide opportunities for preservice teachers to develop a two-four-week teaching unit, prepare and present (and reflect upon) lessons containing the appropriate use of manipulatives/ technologies and accommodations for a diversity of learners, design homework assignments and assessment instruments, discuss strategies for motivating and evaluating student performance, use technologies as a teaching resource, develop efficient questioning skills, and use data to modify instruction to enhance student learning. ** This will include philosophy, content, instructional materials and teaching procedures for diverse student populations. ** 2. Writing lesson plans, Madeline Hunter and Learning Cycle models, including formulating objectives, identifying the MO state goals/course-level expectations being addressed, addressing diverse learning needs, ** All teachers face the need to recognize, celebrate, and accommodate diversity. These issues will be addressed through readings, class discussions, microteaching and lesson plans. ** parallel lesson plan format, whereby accommodations for diversity are noted to the side of activities ** 8. accommodations and modifications (at least two kinds) for diverse populations ** Lesson plans, which must include accommodations for diversity	1,2
14-480 Methods of Teaching Foreign Language in the Primary & Secondary School	In this course, students will develop a variety of instructional practices, including technology, that reflect language outcomes and address the needs of diverse language learners. ** Addressing Diverse Needs of Learners in the Language Classroom ** include accommodations and modifications for diverse learners as well as technology	1,2
10-580 Methods in Secondary School English	In this course, student will engage in addressing diverse learning needs, awareness of the political, historical, social, and racial	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
03-580 Methods of Teaching Agriculture	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize the principles of teaching and learning and evaluate their effect on learning outcomes and identify their effects on meeting the needs of diverse learners.</li> <li><input type="checkbox"/> Identify factors considered by effective teachers in making decisions about teaching techniques, strategies and methods of instruction.</li> <li>** <input type="checkbox"/> Explain the importance of motivation in student learning and develop motivational techniques used in agricultural education.</li> <li><input type="checkbox"/> Explain each component of a written plan and develop lesson plans for secondary students using multiple teaching strategies.</li> <li>** Summarize the principles of teaching and learning and evaluate their effect on learning outcomes and identify their effects on meeting the needs of diverse learners. ** Identify factors considered by effective teachers in making decisions about teaching techniques and strategies. ** Explain the importance of motivation in student learning and develop motivational techniques used in agricultural education. ** Explain each component of a written plan and develop lesson plans for secondary students using multiple teaching strategies</li> </ul>	1,2
28-580 methods in sec/middle school Science	<p>What challenges do teachers (and students) face during inquiry-based instruction? The diverse science classroom. ** Bautista &amp; Castaneda (2011). Teaching science to ELLs, part 1. The Science Teacher, 78, 35-39. ** Colburn, A. (2010). The prepared practitioner: Universal design. The Science Teacher, 77, 8.</p>	1,2

## PHYSICAL EDUCATION

08-303 Educational Psychology	<p>In this course, the student will engage in the role of social factors, including gender and ethnic differences, and development in the learning process, *Understanding the role of social factors, including gender and ethnic differences, and development in the learning process</p>	1,2
22-207 Aerobic & Strength Conditioning	<p>Through observation and interpersonal communication interaction, students will gain appreciation of the physical and cognitive differences that each person possesses due to their own personal backgrounds. Through observation and interpersonal communication interaction during Micro-Peer teaching, students will gain awareness of the physical and cognitive differences that each person possesses due to their own personal backgrounds.</p>	1,2
22-208 Techniques of Folk, Square & Recreational Dance	<p>Through observation and interpersonal communication interaction in class as well as during the teaching event in the public schools, students will gain appreciation of the physical and cognitive differences that each person possesses due to their own personal backgrounds. Through observation and interpersonal communication interaction in class as well as during the teaching event in the public schools, students will gain appreciation of the physical and cognitive differences that each person possesses due to their own personal backgrounds.</p>	1,2
22-260 Observation & Practicum I in PE	<p>Students will gain appreciation of how the Learning Context impacts physical and cognitive differences of each individual student within the learning environment. ** Diversity Activity Participation: Ploghoft Lecture ** Through research in the DESE website for the Teacher Work Sample 1 assignment and observations in the public schools students will gain appreciation of how the Learning Context impacts physical and cognitive differences of each individual student within the learning environment.</p>	1,2
22-360 Observation & Practicum II in PE	<p>Diverse experiences offered during this course include opportunities to prepare and teach physical education lesson plans that include accommodations and modifications appropriate for children with special needs, rate and abilities. ** Diversity Activity—(addressed in Reflection on Site (EL./MS/HS) ** Total Child Scan (Readiness for Learning for the K-12 Learner) ** 6. Diversity in Education</p>	1,2

<b>Courses</b>	<b>Diversity Related Content</b>	<b>Proficiencies Addressed (see Table 4.3 a)</b>
22-332 Physiology of Exercise	Special considerations, (races, ages, exceptionalities, gender differences) ** The TC will discuss special considerations, such as differences between races-health concerns, ages, exceptionalities, gender differences. (KQI IA) ** 14. The TC will discuss different exercise testing protocols—Wingate Anaerobic Work Power Test, Bruce and Balke Graded Exercise Tests. (KQI IA) ** Rimmer, James (1998). Exercise Programs for Special Populations, Lea & Febiger ** Skinner, James (1993) Exercise Testing and Exercise Prescription for Special Cases. Lea & Febiger ** Diverse experiences offered during this course include opportunities to prepare and analyze case studies and design a health enhancement plan.	1,2
22-433 Sr. Seminar in PE	The teacher candidate will discuss issues in the field, diversity, special needs, role conflict. *** The TC will discuss issues in the field, diversity, special needs, role conflict. Learning Activity: Conduct an interview with a diverse individual in the field Education or physical education. Assessment: Interview responses will be scored using a scoring guide. ** Diversity—Interview a ethically/culturally diverse teacher education professional or major.	1,2
22-480 Health Education Methods in the Secondary School	Students will take a class field trip to a diverse educational environment and observe health and physical education classroom settings. The students will write a reflection statement by using the Culturally Diverse Field Experience Demographic Verification Form provided in the class.	1,2
61-520 Techniques of Classroom Management and Discipline	The student will: Develop and teach lessons that incorporate diversity Develop a classroom and school climate that values diversity Become aware of different teaching and learning styles shaped by cultural influences Adapt instruction and services appropriate for all students including those with exceptionalities Demonstrate dispositions that value fairness and learning by all students *** Instruction for Individual Commitment and Needs ** - Through projects and discussions, students will develop multicultural perspectives which lead to increased self-respect, greater respect for different cultural groups, and fewer inter-group conflicts due to ignorance, or misinformation. *** -Exhibit an understanding of the culture of the classroom. -Display an awareness of the role of legal parameters in establishing a classroom management plan. *** Identify major factors in designing a discipline model.	1,2
08-322 Adolescent Psych	In this course, students will engage in developing skills that help students work with a diverse population of students. Topics on diversity are noted throughout the textbook readings and will be covered in classroom lectures and discussions. Gender, exceptionalities, race, culture, religion, socioeconomic status and ethnicity all play a role in human development. The information in this course will provide knowledge helpful in understanding the social-cultural influences that impact the development of adolescents.	1,2
61-461 School and Society	In this course, students will review the concept of Multiculturalism * Mini Lesson (75 pts.)	1,2

## Courses

61-569 Multiculturalism in Education

## Diversity Related Content

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.
  - Recognize similarities and differences among diverse cultural groups.
  - Discuss experiences, contributions and relationships of diverse groups.
  - Be aware of issues that are of importance to various cultures.
  - Identify various forms of stereotyping, prejudice and discrimination.
  - Analyze behavior and attitudes for biases against the characteristics of specific groups.
- \*\* 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.
  - Reflect on ethnic ancestry and cultural heritage in relation to self-definition.
  - Develop an awareness of and appreciation for alternative beliefs, manners, customs, linguistic traditions and life styles of individuals and groups different from self.
  - Demonstrate skills in maintaining positive relationships with other individuals or groups and in responding constructively to conflict in relations.
- \*\*\* 3. Students will demonstrate knowledge of implementing a culturally responsive mindset through pedagogical practices.
  - Explain the rationale of multiculturalism in education.
  - Demonstrate a belief in equality of educational opportunity.
  - Examine the effects of cultural background on students' performance in school.
  - Recognize and minimize self-biases about students of different backgrounds.
  - Analyze how various sources such as films, videos and books relate to multicultural issues and how they can be used in educational settings.
  - Compare and contrast the learning styles of mainstream and non-mainstream students and examine the implications for developing appropriate teaching strategies.
  - Identify and apply teaching strategies and resources to accomplish multicultural learning goals.
- \*\* 4. Students will demonstrate an understanding of the importance of a multicultural curriculum instructional strategies, resources and materials, learning environment and technology.
- \*\* 5. Students will understand the importance of transforming the curriculum and instructional practices to reflect equity and quality for all students.
  - Describe the rationale for incorporating instruction on socio-cultural issues of diversity.
  - Describe ways to ensure equitable practices in the classroom.
  - Demonstrate skills for adapting instructional experiences to match the needs of individual students

**Proficiencies  
Addressed  
(see Table 4.3 a)**

1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
62-353 teaching reading in Content Areas/ 62-430 Teaching Writing in Middle School	In this course, students will demonstrate an understanding of the reading needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally different. **Demonstrate an understanding of the literacy needs of students with exceptionalities including remedial, disabled, gifted, bilingual, and dialect and culturally diverse. *** Literacy Teaching and Learning in Diverse Classrooms: Objective 11 (62-353) and Objective 7 (62-430) ***Self-Selected Independent Projects **This category has been established to accommodate individual learning needs within the class. ***Diversity: Diverse experiences offered during this course include in-class activities and the model for the self-selected projects. Course syllabi are regularly reviewed by the Diversity Committee.	1,2

## Advanced Programs

ELL		
62-580 Methods for Teaching ELL/ESOL	<p>Instructions: Describe a previous, current, or a potential teaching situation and identify as such. The description should include at least the information below. -- a. Location: country (if not US), urban/rural, SES</p> <p>b. Setting: university, technical college, K-12, etc.</p> <p>c. ELL Class type: sheltered, mainstream, pull-out, push-in, bilingual, etc.</p> <p>d. Number of contact hours per week, length of class (1 year, 1 semester, x weeks). [This should be age appropriate – no more than a quarter for elementary, no more than a semester for high school, and no more than eight weeks for an adult education program.]</p> <p>e. Class size, number of ELLs in each class (approximately)</p> <p>f. Language proficiency of ELLs (pick the one level you will write towards- look at the Standards area of the webliography to help you determine which English acquisition level you will write towards)</p> <p>g. Age range of students (for this specific program)</p> <p>h. Previous education of students</p>	1,2
62-582 Linguistics for ELL/ESOL	In this course, students will review the idea of Language Variation ** Intro to Linguistics	1,2
62-680 Theories of Second Language Acquisition	Some discussion threads are based on the readings and some are based on experience with students and or diverse populations. **	1,2
62-682 Materials & Assessment for Teaching ELL/ESOL	Threaded discussion points (5-10) are based on the quality of the original posting as well as responses to classmates. Some threaded discussions are a reflective opportunity for the readings, some are sharing of observations you have made in the field, and some are reflective of your own diverse experiences. **	1,2

<b>Courses</b>	<b>Diversity Related Content</b>	<b>Proficiencies Addressed (see Table 4.3 a)</b>
62-686 Practicum Teaching ELL	Threaded discussion points (5-10) are based on the quality of the original posting as well as responses to classmates. Some threaded discussions are a reflective opportunity for the readings, some are sharing of observations you have made in the field, and some are reflective of your own diverse experiences. ** Given the parent speaks a language other than English, you need to provide an English version and a translated version both of your communication opportunities. (15 points)	1,2
62-690 English for ELLs	Some threaded discussions are a reflective opportunity over the readings, others are reflective over observations in the field, and others are reflective of your personal diverse experiences.	1,2
62-687 Sociolinguistics	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. Service hours that involve preservice teachers working and interacting with individuals with disabilities are a course requirement. ** 2. ELL Sociolinguistic Guide: This is a guide for your ELL students on how to better traverse through their English world in your community. The guide should discuss the aspects which you perceive as important for the population as students (in the classroom, on the playground, in the lunchroom, in the structured/unstructured classroom, etc) and members of your community (grocery store, post office, police station, library, etc).	1,2
<b>READING</b>		
62-607 Language Arts in the Elementary School	In this course, the student will demonstrate knowledge of a balanced/comprehensive literacy program designed to accommodate all learners, including those from diverse backgrounds, experiences, and cultures. *** In this course, students will plan a literature circle project, with accommodations for students who have disabilities and a multicultural focus. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
62-654 Analysis & Correction of Reading disabilities	Diverse experiences offered during this course include the opportunity to test and diagnose one student's literacy strengths and needs. Students also compile an annotated literacy collection to support their future work with students with specific literacy needs. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
62-655 Reading in the Elementary School	In this course the student will develop a profile of the student reader identifying the student's perceptions of him/herself as a reader and how the reader prefers texts during content area learning including how a teacher might use the information to best reach the student. ** Read a current award-winning, self-selected chapter book appropriate for 5th or 6th grade students engaged in critical literacy conversations. The book you choose should have a multicultural or social justice theme	1,2
62-660 Practicum I Diagnosis and Remediation of Reading Disabilities in Grades K-6	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.	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
<b>TEACHER LEADER</b>		
61-612 Specialized Topics & Projects in Curriculum Development	Diverse experiences offered during this course include opportunities to prepare and teach a social studies lesson and writing plans that include accommodations and modifications appropriate for children with special needs. Course syllabi are regularly reviewed by the Diversity Committee.	1,2
61-633 Curriculum Design	Research and reading of professional journals will encompass diverse settings and diverse learners. Various curriculum activities will be based on diversity as it applies to settings, students, faculty/staff, and text.	1,2
61-681 School and Community Relations	Research and reading of professional journals will encompass diverse settings and diverse learners. Various curriculum activities will be based on diversity as it applies to settings, students, faculty/staff, and text.	1,2
<b>Health &amp; Physical Ed</b>		
22-512 Socio-Psychological Assess.	The teacher candidate will demonstrate knowledge of the theories, sensitivities, perspectives, and images of sport and movement in society; 5. The teacher candidate will demonstrate an ability to utilize various sociological perspectives to analyze the relationship that exists between sport, movement, exercise, and society. The teacher candidate will address current trends and issues in sport sociology.	1,2
22-537 Assessment in PE	The teacher candidate will develop an appropriate assessment plan, aligned with Missouri standards, with accommodation for rate, ability, and special needs.	1,2
22-635 Adaptive PE	A minimum of 15 diversity hours will be provided in support of Special/adapted P.E. or recreation services to the disabled.	1,2
<b>Guidance and Counseling</b>		
68-640 Group Counseling Techniques	In this course, the student will discuss how culture affects the counseling relationship and student will demonstrate cultural awareness in large and small group counseling activities; facilitate group members to respect and value the diverse lifestyle of each member; Topics on diversity are spiraled throughout the classroom activities and inherent in the practical experience as you work in learning groups, coordinate your learning with field sites, and make contact with P-12 staff and students. Gender, exceptionalities, race, culture, religion, socioeconomic status and ethnicity all play a role in human development. These issues will play a role in your professional growth and the growth of students with which you work. Professional educators need: 1) to understand their own social-culture background and its impact on personal development, 2) knowledge of the social-cultural influences that impact the development of their students, and 3) skills that help them work with a diverse population of students. The information and experiences in this course will increase understanding of the social-cultural influences that impact the development of children as they work in counseling activities and will address the counselor-in-training's ability to facilitate communication and acceptance within any given population of students as you coordinate, consult, and counsel to meet the course requirements.	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
68-629/630 Practicum	In this course, the student will demonstrate effective consultation practices with individual student, parent, teacher, administrative personnel, and community resources in structuring guidance/counseling activities; Integrate competencies in multicultural counseling during counseling practice.	1,2
68-628 Supervised Practic	In this course, the student will demonstrate effective consultation practices with individual student, parent, teacher, administrative personnel, and community resources in structuring individual guidance/counseling activities; Integrate competencies in multicultural counseling during individual counseling practice; Topics on diversity are spiraled throughout the classroom activities and inherent in the practical experience as you work in learning groups, coordinate your learning with field sites, and make contact with P-12 staff and students. Gender, exceptionalities, race, culture, religion, socioeconomic status and ethnicity all play a role in human development. These issues will play a role in your professional growth and the growth of students with which you work. Professional educators need: 1) to understand their own social-culture background and its impact on personal development, 2) knowledge of the social-cultural influences that impact the development of their students, and 3) skills that help them work with a diverse population of students. The information and experiences in this course will increase understanding of the social-cultural influences that impact the development of children as they work in counseling activities and will address the counselor-in-training's ability to facilitate communication and acceptance within any given population of students as you coordinate, consult, and counsel to meet the course requirements.	1,2
<b>Special Education</b>		
62-643 Tchg Students with Mild to Mod Dis.	In this course, students will identify appropriate instructional approaches, materials, and technologies for students with mild/moderate disabilities.	1,2
62-642 Intro to Tchg Students with Mild to Mod Dis.	In this course, students will discuss the impact of mild/moderate disabilities on an individual's ability to be successful in school, employment, and community; Demonstrate knowledge, skill, and understanding regarding accommodations and modifications for students with disabilities in the regular education classroom; Demonstrate knowledge and understanding of current trends and issues in special education: over representation of minorities, collaboration, and inclusion.	1,2
62-522 Technology for Tchg & Learning	In this course, students will describe of assessment and evaluation strategies for determining appropriate assistive technology and technology applications for diverse student needs; discuss ways technology can address the diverse needs of students including those with disabilities;.	1,2
62-504 Creating Inclusive Classrooms	In this course, students will describe and discuss the prevalence and characteristics of students with mild/moderate disabilities and students who are gifted; Discuss the impact of mild/moderate disabilities on an individual's ability to be successful in school, employment, and community; discuss the concept "disproportionate representation" and its implications for students from diverse backgrounds; Identify appropriate instructional approaches, materials, and technologies for students with mild/moderate disabilities.	1,2

Courses	Diversity Related Content	Proficiencies Addressed (see Table 4.3 a)
<b>Early Childhood Education</b>	The candidate will describe the historical and legislative development, importance of a rationale for early intervention/early childhood special education for young children with diverse abilities; The candidate will identify handicapping conditions exhibited by young children with diverse abilities and the implications of those disabilities on development and learning.	1,2
<b>Elementary</b>	In this course, the student will demonstrate knowledge of a balanced/comprehensive literacy program designed to accommodate all learners, including those from diverse backgrounds, experiences, and cultures;	1,2
62-607 Lang Arts in Elemen School 62-655 Reading in the Elemen School	Grand Conversations Participation: Read a current award-winning, self-selected chapter book appropriate for 5 <sup>th</sup> or 6 <sup>th</sup> grade students engaged in critical literacy conversations. The book you choose should have a multicultural or social justice theme; Profile of a Reader: Complete the modified Burke Reading Interview with a partner in class to practice interviewing a reader. Then, interview one student in grades 3 through 6 using the Burke Reading Interview. Develop a profile of the student reader identifying the student's perceptions of him/herself as a reader and how the reader prefers texts during content area learning including how a teacher might use the information to best reach the student.	1,2