

**Initial Program: Diversity Proficiencies Addressed by Course**

Name of Course	Diversity Proficiency Addressed	Activity, Experience or Assessment that Addressed a Proficiency
<b>EDUC 240 – Educating Exceptional Students</b>	6	Students research exceptionalities and design professional development presentations that address the characteristics of students with each exceptionality, strategies for teaching students with each exceptionality, and dispositions that teachers must have when working with students from each exceptionality.
<b>EDUC 240 – Educating Exceptional Students</b>	1	Students participate in mock student study teams and IEP teams.
<b>EDUC 240 – Educating Exceptional Students</b>	2,3,4,5,6	Readings from the book "Understanding the Needs of Exceptional Students" and supplemental readings of students with learning disabilities, mental disorders, and/or physical disabilities, research websites of working with diverse students Students participate in mock student study teams and IEP teams.
<b>EDUC 240 Educating Exceptional Students</b>	1	awareness and knowledge of diverse students
<b>EDUC 240 Educating Exceptional Students</b>	2	Students are introduced to Students with Exceptionalities, ELL, and Gifted education and strategies for addressing their needs.
<b>EDUC 250 – Introduction to Education</b>	1	Context for learning form and discussion; evaluation of film clips that show diversity in the classroom and methods by which teachers met the needs of diverse populations
<b>EDUC 250 -- Introduction to Education</b>	6	Chapter surveys and FE reflections
<b>EDUC 283 - Understanding Cultural Diversity in Education</b>	1, 2, 3, 4, 6	Ethnographic Cultural Timeline; Native American Research Presentation; Gender Interviews; Diversity Interview; Lesson Planning; A Class Divided video & Reflection Paper; Cultural Journal; Interview an ethnically diverse person for PP presentation, collect, analyze and present demographic data, develop a lesson working with parents plans based on findings; develop lesson plans addressing needs of ELL and exceptional students and teach it; develop and teach lesson plans; present strategies that address

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		needs; focused discussion and research paper; journal and reflection papers
<b>EDUC 300 Educational technology</b>	2	Students explore adaptive technologies
<b>EDUC 300 Educational Technology</b>	3	activities and lessons are designed by students that can be used with gifted/struggling learners
<b>EDUC 315</b>	3,4	Students plan and teach lessons that include modifications for ELL students and students with exceptionalities.
<b>EDUC 321- Foundation of Reading</b>	2,3	Students plan, implement, reflect and evaluate specified lessons
<b>EDUC 321 Foundations of Reading (required for elementary majors)</b>	3, 5, 6	Developmental Literacy Handbook create a word recognition lesson/mini teach; create a comprehension lesson, create vocabulary lesson, ongoing information/discussion regarding continuous emergent literacy, word recognition, vocabulary development, comprehension, study skills
<b>EDUC 322 Methods in Language Arts (required for elementary majors)</b>	3	lessons are designed with sections that address differentiation for gifted and struggling learners
<b>EDUC 322 - Methods of Language Arts Instruction</b>	2, 3, 4, 6	Developing lesson plans that differentiate instruction; Listening to Lectures on how to meet the needs of ELLs; Partake in cooperative learning activities
<b>323 Reading</b>	2,3,4,5,6	Reading & Discussion of books "Phonics Instruction", "Daily Five",

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<b>Methods</b>		and "Cafe" plus supplemental readings and research from websites
<b>EDUC 323 – Methods of Reading(required for elementary education)</b>	13. Become familiar with special needs of minority culture students in learning to read and write	Cooperative learning strategies are taught to help minority students interact with students to develop reading and writing skills with peers.
<b>EDUC 330 Children's literature</b>	1, 3	Interactive Notebook
<b>EDUC 350 – Practicum and Classroom Management</b>	3,4, 6	Candidates teach lessons that address diversity. Candidates are assessed on their disposition that exhibits fairness and the belief that all students can learn
<b>EDUC 350/351 - Classroom Management and Practicum</b>	2, 3, 4,	80 hour practicum; Context for Learning; Case Study
<b>350 and 351 - Practicum</b>	2,3,4,5,6	Reading & Discussion from Book "The First Day of School" by Harry Wong, classroom question and answer time to discuss how to deal with diverse students concerning their learning and discipline
<b>EDUC 351 -- Secondary Practicum</b>	4	Theory assignments and field experience reflections
<b>EDUC 352 – Cultural Diversity Practicum</b>	1,2,3,4,5,6	Teacher Candidates complete the Context for Learning form to address the demographic makeup of the classroom they work with. The purpose of the course is to understand and recognize diversity and its importance in education. Teaching strategies are taught and developed to meet the needs of all students while respecting their unique backgrounds. Classroom management is encouraged and taught in our courses and transfers into this practicum. A disposition is completed in our assessment system for each candidate in the diversity practicum course.

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<b>EDUC 352 – Cultural Diversity Practicum</b>	1, 2, 4, 6	Candidates complete a 25 hour practicum in a diverse classroom; candidates write a reflection paper on what they learned in their diverse practicum; candidates complete a pre and post survey that addresses the proficiencies.
<b>EDUC 355 Elementary Science Methods</b>	2, 3, 4, 5, 6	embedded STEM field experience, Teaching for Learning Capstone, unit - 5 lessons, standards based, inquiry, hands on; parent newsletter
<b>EDUC 355 – Science Methods (required for elementary education majors)</b>	1-6	Throughout the course students are teaching and creating engaging inquiry science lessons/units that address the needs of all learners
<b>EDUC 375</b>	ways of providing alternate instructional strategies including students with diversity needs	online discussion on ways to address students needs, example use visuals within lessons and use explicit vocabulary instruction
<b>EDUC 375 – Reading in the Content Areas</b>	3	create and teach lessons to peers that include adapted material for diverse students
<b>EDUC 375 - Reading in the Content Areas (required for secondary)</b>	2, 3	Students plan, implement, reflect and evaluate specified lessons
<b>EDUC 400 -- Educational Psychology</b>	4	Classroom Management Plan
<b>EDUC 431</b>	1	creating a reading intervention lesson for students with disability

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<b>EDUC 450 Trends and Assessment</b>	2,3,4,5,6	Reading & Discussion of book "Trends & Assessment and Educational Issues" and supplemental readings and research websites
<b>EDUC 450 – Trends in Assessment</b>	1	TLC unit activity and assessment
<b>EDUC 480/EDUC 490 – Student Teaching</b>	1, 2, 3, 4, 5, 6	Teach TLC Unit, Student Teaching Experience and final evaluation from cooperating teacher
<b>EDUC 480/490 Student Teaching</b>	1-6	Student teachers are continuously assessed by their cooperating teacher and me throughout their student teaching experience. I complete at least 4 student teacher evaluation forms for each placement.
<b>EDUC 491 – Senior Portfolio</b>	1	Global Awareness Reflections in senior portfolio
<b>EDUC 491- Senior Portfolio</b>	6	encouraged to utilize the University Ability - Global Awareness
<b>HPE 490</b>	5	Students research and peer teach various activities that focus on diversity. i.e., Game related activities from Mexico or Rhythmic activities from Africa.
<b>HPE 490 (required for P.E. and Health education majors)</b>	4, 6	Students research safety components found within the Health and Physical education classroom setting, followed by a reflection paper on, "How to prepare a safe learning environment for both Health and Physical Education classroom settings."
<b>Math 490 – Math Methods(required for math majors)</b>	differentiated instruction	Students develop lessons using a variety of differentiated instruction techniques designed to address multiple learning styles