Education 212
Diversity in Education

COURSE INFORMATION:
Credit hours: One hour (1)

PREREQUISITES:
30 hrs., 2.5 GPA, grade of C or better in English 102, EDUC 203/201/202 or take concurrently with EDUC 203

COURSE DESCRIPTION:
This course focuses on historical and current topics and issues in education related to providing appropriate and equitable education experiences for diverse populations of students. Observations and serve-learning experiences are required to acquaint candidates with the needs and abilities of all students, best pedagogical practices, and laws and policies governing education.

SUGGESTED TEXT:

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
CONCEPTUAL FRAMEWORK

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified critical components of The Effective Educator as supported via the college’s conceptual framework. The COEHD’s Conceptual Framework provides direction for the development of effective professionals and, serves as a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).

COURSE OBJECTIVES:
Upon completion of this course teacher candidates will:
1. identify and discuss the principles of diversity KL, D
2. understand and discuss the teacher’s role in providing a culturally responsive curriculum/environment KL, SM, D
3. understand that language usage is reflective of cultures KL, SM, D
4. develop self-awareness of one’s own attitudes, belief, and motivations as they relate to diverse populations KL, SM, PS, D
5. examine the values and traditions espoused by diverse groups KL, D
6. acknowledge and affirm the uniqueness, contributions, and relevance of all components of diversity KL, SM, D
7. engage in the change process and growth process involved in the self examination and thoughtful reflection KL, SM, PS, D
8. examine the various roles parents from diverse backgrounds play in a child’s development KL, SM, PS, D
9. gain specific knowledge and understanding of each ESL student’s language strengths and challenges KL, SM, PS, D

ASSESSMENT:
Candidates will participate in readings, class discussions and activities, and field experiences that introduce them to various aspects of multicultural education. Candidates will be assessed on their accomplishments of course objectives through written and oral reports on which they reflect on readings and experiences, individual and group activities that demonstrate their understanding, and tests focusing on their knowledge and critical analysis of principles of multicultural education.

FIELD EXPERIENCE:
Candidates will complete 5 hours of direct teaching and reflect on those hours.

KNOWLEDGE BASE:


