Education 660
Dimensions of Diversity for Education:
Students, Families, Cultures, and Communities

COURSE INFORMATION:
Credit Hours: Three (3)

PREREQUISITE:
EDF 600 Educational Research

COURSE DESCRIPTION:
This is a core course for persons pursuing a master’s degree in education. This course focuses on meeting the cultural, linguistic, and educational needs of diverse learners in schools through differentiated instruction and assessment. It also focuses on positive partnerships that can be developed between schools, students, their families, and their communities to foster cross cultural interactions, cultural understanding, social and economic development, and academic achievement. Graduate students enrolled in this course will be required to participate in a three hour class and complete 10 hours of field experiences which include fieldtrips to culturally and/or linguistically different sites or communities to interact with residents and students.

RECOMMENDED 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
To be achieved upon completion of this course are to
1. to define culture and value/promote diversity; (KL, D)
2. to promote equity and equality in education by becoming familiar with the laws and policies on the education of diverse learners on the basis of national origin, gender, exceptionality, age, and ethnicity; (KL, CK, D)
3. to explore cultural, social, linguistic, economic, and familial pluralism in communities and their influence on student achievement.; (CK, KL, SM, D)
4. to examine effective partnerships and resources between schools, students, families, and communities; (CK, PS, D)
5. to experience direct interactions with culturally different community members or students; (CK, SM, D)
6. to use differentiated instructional and assessment techniques that address the educational needs of diverse students; and (CK, SM, PS, D)
7. to infuse technology and multicultural activities in lessons to enhance students’ learning. (CK, D, T)

ASSESSMENT:
Students will be evaluated through written examinations, readings, practical examinations, presentations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

KNOWLEDGE BASE


