Advanced Program Curriculum Components Addressing Diversity

**Adaptive Special Education**
All adaptive special education courses focus specifically on supporting the educational experiences of children (K-12) with adaptive disabilities. Many of these children are living in poverty. In addition, these students represent different races and ethnic groups. Consequently, the entire curriculum in the Adaptive Special Education Program is meant to provide the knowledge and skills our candidates need to develop and implement individualized learning activities for each of the children with whom they work. The curriculum also emphasizes strategies meant to ensure collaboration between candidates and the parents or legal guardians of the children with whom they work.

**Advanced Business**
In the BE 850 Emerging Issues in Business Education course, candidates deal with the various methods to assess students’ knowledge and skills and when to make a referral for special education personnel assistance for a student, especially students with limited academic abilities, ones with English language limitations, and physical disabilities. Candidates are made aware of special computer input devices such as voice recognition software available for students with physical disabilities.

**Advanced Music**
Diversity is addressed in the following curricular components. In MU 846 Philosophy of Music Education, two major philosophies of music education are explored. These philosophies are based on the expectation that music education should be available and applicable to all students in the P-12 music classroom. Current P-12 music classrooms are considered diverse in that student participation is all-inclusive in the groups of people as identified by NCATE but especially in the inclusion of exceptionalities. The expectations for the Field Experiences – Instructional Practice and Instructional Project is the conducting of these experiences in real classrooms that would include a variety of diverse students. Instructional materials developed and utilized with students must be made available to all students.

**Advanced Physical Education**
Students write a diversity paper in PE 858—Ethics in HPER. Additionally, diversity experiences are on-going throughout the HPER program. Students enrolled in the HPER graduate program represent a variety of US geographical areas, as well as many international locations. Many online course experiences are developed in such a manner that students must interact on course content, share experiences and opinions. Thus, students in the HPER program interact in a diverse environment during course experiences. Further, adjunct faculty teaching online graduate courses represent various locations throughout the US, including California, Florida, Arkansas and Massachusetts. This further increases the diversity to which HPER graduate students are exposed.

**Building Leadership**
Diversity is addressed in EA830 (includes leadership issues with special need students, physically challenged, leadership in minority settings, low socio-economic) and EA811 (discusses supervision and evaluation expectations within various settings which is
applied to minority and low socio-economic settings) as well as the 8 credit hour practicum (candidates spend a day in a diverse setting and report on specific information relating to that setting, candidates have to report on diverse data relating their individual school setting, and candidates interview administrator(s) in diverse setting).

Specific activities include 1) identify the total minority population percentage and the ethnicity percentages of each group of students in the school to which you are assigned, 2) identify the school and administrator who you interviewed with a least 30% minority population, the total minority population percentage of the school and the ethnicity percentage of each group of students in the school, and 3) interview the building administrator regarding the conditions and dynamics of the diverse community and the relationship this has upon the school district and the schools including the instructional program, special programs, school climate, means of maintaining ongoing communications and any other areas which the diverse population affects the school.

Curriculum & Instruction
Diversity is addressed in ED879 (discipline of students and classroom management involves special populations), ED833 (discusses special interest groups, minority issues, and special populations), and ED895 practicum (includes curriculum and instructional strategies for special populations and special need students).

The ED895 goals are to 1) exhibit knowledge of characteristics of diverse learners, legal issues and ethical standards that apply to sound educational practices, and educational strategies that support the learning for students from diverse cultural and linguistic backgrounds; 2) demonstrate practical ability to integrate and use concepts from their general, content, and professional studies in their educational environment, demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn, and implement non-biased techniques for meeting needs of diverse learners; and 3) exhibit dispositions that exemplify professionalism and ethical standards and respect for cultural and individual differences by providing equitable learning opportunities for all students.

District Leadership
Diversity is addressed in EA942 (discuss facilities for special needs students), EA984 (discusses working with special interest groups and working within diverse or minority settings), as well as the 6 credit hour practicum (candidates have to spend a day in a diverse setting and report on specific information relating to that setting, candidates have to report on diverse data relating their individual school setting, and candidates interview administrator(s) in diverse setting).

Activities include 1) identify the total minority population percentage and the ethnicity percentages of each group of students in the district to which you are assigned, 2) identify the district and administrator whom you interviewed with at least 30% minority student population, the total minority population percentage of the district, and the ethnicity percentage of each group of students in the district, and 3) interview the district administrator regarding the conditions and dynamics of the diverse community and the relationship this has upon the school district including the instructional program, special programs, school climate, means of
maintaining ongoing communications and any other areas which the diverse population affects the school district.

*Early Childhood Unified*

In CD 836 Characteristics of Early Childhood Special Education, an entire chapter and session is attributed to assistive technology. In addition, the chapters on various categories of disabilities cover specific types of assistive technology related to specific disabilities. For example, the chapter on Physical and Communication Development covers various types of mobility aids, such as standers, wheelchairs, and walkers, in addition to various communication devices.

In CD 838 Advanced Methods for Inclusive Early Childhood Education, students identify inclusion strategies from both observations and suggestions for their current or future classrooms. These inclusive strategies often include various assistive technology or more general technology in the classroom. In addition, they must review low to high examples of assistive technology, and discuss how it might be integrated into theme plans and routines in their classrooms. Students also observe therapy sessions. These sessions usually include some type of assistive technology that the child is using, or learning to use to assist him/her in the classroom. The students are required to spend a day in a wheelchair from the time they get up until they go to bed. They must give a detailed summary and reflection of the day.

The final partner project for CD838 includes planning several days or activities for a certain age group. Their “classroom” includes three children with special needs. There are vignettes in the text, and they must adapt each of their lesson plans to include all children. The accommodations include the use of assistive technology for some of the children.

CD840 Working with Infants & Toddlers with Special Needs & Their Families is currently a course that integrates infant mental health into early intervention. It emphasizes reflective supervision, supporting relationships, trans-disciplinary model of intervention, keeping the family at the center of the intervention, and the fact that the intervention takes place between visits. It addresses all families regardless of configuration, education, SES, religion. CD861 Early Childhood Special Education Practicum: Home Based takes the content into practice, but again there is no curriculum: students work in the practicum with agencies such as early intervention (Part C), PAT, Early Head Start) that serve families of infants and toddlers with and without disabilities. The families these students work with in this experience comprise the whole spectrum of diversity.

*English for Speakers of Other Languages*

Given the nature of the Teaching of English to Speakers of Other Languages (TESOL) program, a program that is designed specifically to prepare educators to serve culturally and linguistically diverse student populations, all program courses aim at developing the candidates’ cross-cultural communicative competence to address the diverse needs of the target student population. Thus, all program’s policies, procedures, content, and practices facilitate candidate experiences with students from diverse groups. The TESOL program is grounded in a conceptual and theoretical framework that supports the preparation of mainstream teachers to meet the needs of English Learners (ELs) and ALL learners. All five courses required for the ESOL licensure address the diversity proficiencies. These include ED 535 Cultural Awareness for Educators, TS 700
Linguistics for Language Teachers, TS 734 Teaching ESL, TS 719 Language Assessment and Evaluation, and TS 735 ESL Practicum. More specifically, the program coursework assessment system uses evaluative measures that address diversity proficiencies. For example, use of the Community Connection Project Rubric Indicators 1-5 in TS 735, use of SIOP and TESOL TWS evaluative measures, Lesson Plans which must meet the needs of linguistically and culturally diverse students according to TESOL teacher standards, ED 535 cross-cultural communication projects, use of applied linguistics techniques in TS 700 and TS 734 that assess candidates’ abilities to teach these diverse learners.

**Gifted Education**

Candidates in the gifted program increase knowledge, skills and dispositions related to diverse gifted learners through cultural components embedded in coursework throughout the program as follows. SD850 Characteristics of Individuals With Gifts and Talents has a Special Populations Research Paper which requires candidates to analyze in depth the diverse cognitive, academic, social and emotional needs related to gender, exceptionality, ethnicity, socioeconomic status, sexual orientation, and other diverse characteristics.

SD851 Education of Individuals With Gifts and Talents requires the A-Z Notebook Project, which covers a range of assignments, and candidates conduct a synthesized case study of a selected diverse gifted learner that describes ethnicity, race, SES, gender, exceptionality, language, religion, sexual orientation within a specified geographic location and culminates in an individualized instructional unit. Summer practicum settings in urban locations include Wichita, Topeka and the Kansas City area. Experiences are provided for candidates to understand and provide instruction for gifted learners with highly diversified cultural, ethnic, economic, language, religion backgrounds under the supervision of experienced professionals endorsed in gifted education.

In the SD852 Social and Emotional Needs of Individuals With Gifts and Talents seminars, candidates read and evaluate materials on diverse gifted learner cognitive, academic, social and emotional needs that address race, ethnicity, gender, SES, exceptionality, sexual orientation and other areas in order to structure appropriately advanced and expanded curricula. SD864 Creative Teaching and Learning has candidates studying domain-specific creativity and talent as a means to increase skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service of diverse gifted learners in K-12 classrooms. Domain-specific research studies address the interaction of ethnic, race, SES, gender, exceptionalities, language, religion, sexual orientation and geographic location on the development of diverse gifted learners. In the second practicum, candidates complete a Capstone Project comprised of a philosophy paper and curriculum portfolio. The philosophy paper requires candidates to describe research-based practices to plan instruction for diverse characteristics of exceptional gifted learners, and the portfolio compiles exceptional coursework and on-site instructional experiences with diverse gifted learners. The philosophy paper and portfolio integrate knowledge and application of diverse characteristics and needs of gifted learners such as ethnic, race, SES, gender, exceptionalities, language, religion, sexual orientation and geographic location to provide appropriate instructional experiences.

**Master Teacher Elementary Subject Matter**
EL 804 Improving Instruction in Elementary Social Studies requires the Diversity Lesson Plan Assessment. For the assignment, students develop a lesson plan that reflects an awareness of the diverse cultural and exceptionality needs of children as applied to the Social Studies curriculum. The lesson plan should follow the Hunter Lesson Design Format or a format agreed upon by the instructor, be taken from one of the social science disciplines discussed in class (anthropology, sociology, history, geography, etc.), and list the state and/or district standards that will be addressed when teaching this lesson.

Assignment Description: Briefly describe each of the following specific learning disabilities and cultural variables and give some indication of how the disability or cultural variable may affect Social Studies learning or ability. For each disability or cultural characteristic also list at least two accommodations or modifications that can be used by the classroom teacher to help the child in learning Social Studies. The learning disabilities include perceptual deficits, memory deficits (short term and long term), integrative deficits, and attention deficits. The cultural variables include race, ethnicity, language, and religion.

In EL 802 Improving Instruction in Elementary Mathematics, another Diversity Lesson Plan Assessment occurs, requiring candidates to develop a lesson plan that reflects an awareness of the diverse cultural and exceptionality needs of children as applied to the mathematics curriculum. The lesson plan should follow a format agreed upon by the instructor and candidate, should be taken from one of the mathematics content areas (number operations, rational numbers, geometry, etc.), and should list the state and/or district standards that will be addressed when teaching this lesson.

Assignment Description: Briefly describe each of the following specific learning disabilities and cultural variables and give some indication of how the disability or cultural variable may affect mathematical learning or skills. For each disability or cultural characteristic also list at least two accommodations or modifications that can be used by the classroom teacher to help the child in learning mathematics. The learning disabilities include perceptual deficits, memory deficits (short term and long term), integrative deficits, and attention deficits. The cultural variables include race, ethnicity, language, and religion.

Reading Specialist
In EL723 Reading Theory and Literacy Practices: Secondary, candidates have a reading assignment with response journal that explicitly covers the topic of diversity. Students read and respond via a response journal. In addition, all topics and assignments bring in this topic as students practically relay information to their own diverse school settings. Two categories in the content unit require attention to areas of diversity. Students gear up and down lessons in the unit and address areas of diversity related to the English Language Learner and students who struggle with reading due to a variety of situations. In addition, diversity is addressed in the planning of lessons and selection of materials used in the preparation of the lesson.

In EL 725 Teaching Reading to Diverse Learners, the content focuses on awareness of diversity, instructional strategies, and multicultural literature and inventories. Through the Multicultural Literature Inventory, the candidate must consider the characteristics of multicultural literature...
that enrich the literacy environment and conclude this study by creating a literature inventory for his/her school.

EL829 Reading Specialist as a Professional focuses on meeting the needs of individual students and teachers. Conversations on diversity are encouraged in all topics discussed on the Discussion Board. They naturally emerge as teachers discuss diverse settings in their own classrooms and compare and contrast their experiences with others who are much different. Because the whole focus is on individual needs, this topic emerges on a regular basis. Teachers write about it in the professional activity assignment (a choice of article, presentation or teacher tip) and address specifics related to diversity in the individualized needs assessment that is produced for their own school setting. This capstone course allows the graduate student to bring all other knowledge learned together into a practical experience exploring their own school setting and its diverse settings and situations.

School Counselor
Each of the required courses within the 48-hour School Counseling Program addresses specific diversity proficiencies depending on the topic, content, and focus of the course. For example within SC810: Counseling Skills Development, SC871: Supervised Practicum, and SC881: Internship in School Counseling, candidates are expected to identify and practice culturally sensitive counseling techniques covering a wide range counseling theories and how they are applied to working with individual differences including: ethnicity, race, SES, gender, exceptionalities, language, religion, sexual orientation, and geographical area of students/clients and families with which they may be working. In both SC815: Assessment in Schools, SC820: Career Counseling & Development, SC825: Counseling Theories and SC850: Theories of Group Counseling both theories and practices are assessed as to contributions (positives) and limitations of specific theories and approaches as candidates are exposed to various methods of adjusting and applying specific learning to working effectively with a variety of various culturally diverse individuals and groups. More specifically SC710: Multicultural Counseling requires candidates to not only successfully demonstrate evidence of knowledge and content through the completion of form tests and quizzes but also includes various assignments that require self-assessment and reflection of personal bias, prejudice, and evidence of discrimination. Some of these assignments include the following (taken from the Course requirements for SC715):
1. Self-Assessments: Each student will complete two self-assessment tools that examine current attitude towards diversity as well as personal bias.
2. Journals: Each student will complete journal entries. Entries should include one “question of self” as well as a response to in-class activities, discussions, and speakers. A= minimum of 10 entries; B= 7-10 entries; C= <7 entries.
3. Current Events: Students will be divided into groups for this assignment. For discussion, each student (in the group designated for that week) will be asked to bring a current event to class along with a short 2-3-sentence synopsis. Class members will then have the opportunity to choose which events will be further explored in small discussion groups. On these days, journals should include one additional paragraph that reacts to the discussion.
4. Cultural Bag: Each student will be asked to share a personal artifact with the class.
5. Book Reviews: Each student will review books that examine cultural differences (race, religion, SES, ability, sexual orientation, etc.) appropriate for school age students for a total of 3
book reviews. The book reviews will be divided among 3 school levels; primary, elementary, and high school.

6. Article Review: In addition to articles discussed in class, students will be asked to read one article outside of class and complete a review examining personal response to content as well as counseling implications.

7. I Am From Activity: writing assignment in which candidates create a personal collage demonstrating their culture and heritage.

8. Cultural Interviews: i) interview one person from a culture that differs from your own. Summarize your experience and the knowledge gained in a 2-3 page report. ii) Interview a person who you may know but have never discussed the topic of multiculturalism with. Discuss with them their views as members of a dominant or nondominant group. Write a 2-3 page summary and reaction to each interview. Include references to material we have discussed in class as well as reflections and questions you may have regarding your interview.

9. Cultural Autobiography: Each student will prepare a paper which summarizes knowledge of self and personal identity as well as how that knowledge will be reflected in their counseling approach. Particular attention should be paid to at least one specific cultural group and should detail cultural perspectives, values, and attitudes towards counseling. The paper should also include specific examples of personal reflection generated by both experiences in this course as well as past experiences. This written assignment will assist students in the development of their cultural presentation.

10. Each student will develop an oral presentation that details knowledge of self and development of personal culture. Presentations will be shared in class throughout the semester.