

Proposal to Create a New Course: Instructions
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Section 1: Proponent Contact Information

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Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: EDU 350

2.2 Course CIP code: *This is a statistical reference number required by the Kentucky Council for Post-Secondary Education. To determine the appropriate CIP reference for this proposed course, follow this link to the [National Center for Educational Statistics website](#). For further assistance contact the Associate Vice President for Academic Planning and Program Development in the WKU Academic Affairs office.*

2.3 Course title: Student Diversity and Differentiation

2.4 Abbreviated Course title: Diversity and Differentiation

2.5 Credit hours/Variable credit: 3

2.6 Repeatability: N/A

2.7 Course Term: One semester

2.8 Course Catalog Description: *This is the brief, concise, general course description that will be published in the university course catalog and all its iterations; please refer to WKU course catalog for appropriate style and format examples. Do not include any prerequisites, corequisites or any other restrictions here; that information will be required in item 2.9, below.*

This course provides students with education and training to address diverse student needs in the P-12 setting. Clinical field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for their own transportation to designated or assigned sites.

2.9 Prerequisite/Corequisites/Restrictions: If none, simply indicate with N/A (Not Applicable). If prerequisite and/or corequisite courses are required:

Prerequisite: EDU 250, or instructor permission

2.10 Additional Enrollment Requirements: N/A

2.11 Other Special Course Requirements: N/A

2.12 Grade Type: Standard A-F final grade

2.13 Schedule Type: Choose the most appropriate descriptor from this list of options: *Applied Learning*

Section 3: Description of proposed course

3.1 Course Content Summary:

- i) Creating awareness of diversity
 - (1) Cultural diversity
 - (2) Economic diversity
 - (3) Intellectual diversity
 - (4) Gender diversity
 - (5) Family diversity
 - (6) Linguistic diversity
- ii) Examining the roles of teachers to meet individual needs
 - (1) Identifying individual differences
 - (2) Collaborative teaching
 - (3) Building supportive relationships
 - (4) Culturally relevant pedagogy
 - (5) Review legal history and teacher responsibilities under the law
- iii) Utilizing assessments to determine student needs
 - (1) Preassessments
 - (2) Formative assessments
 - (3) Summative assessments
- iv) Implementing differentiation
 - (1) Creating differentiated learning experiences
 - (2) Matching learning activities with student needs
 - (3) Managing a differentiated classroom
 - (4) Monitoring individual progress

3.2 Learning Outcomes: Upon successful completion of this course, students should be able to:

- Create a classroom environment that celebrates diversity, respects individual differences, and challenges each learner to meet high standards.
- Summarize the collaborative roles of teachers (both special and general educators), along with parents, related service providers, and educational assistants (paraprofessionals) in developing an effective inclusive environment that meets learning/social/emotional needs and legal

- requirements of students (e.g., students at risk, those with disabilities, giftedness, twice-exceptionalities, and English language learners).
- Explain how history has led to current legislation and identification of students (e.g., those with disabilities, giftedness, twice-exceptionalities, English language learners) along with the responsibilities of school personnel in IEP development and service delivery.
- Develop a variety of preassessments based on interest, readiness, ability, and/or learning profile in order to appropriately address a diverse range of learners.
- Provide appropriately challenging, differentiated learning experiences for students based on content, process, and/or product through a variety of strategies.
- Recognize individual differences such as race, culture, linguistic, gender, ability, socio-economic status, and family situations and adjust instruction.
- Acknowledge personal bias, stereotypes and privilege

3.3 Assessment/Evaluation:

Students will be assessed through reflections on case studies, clinical observations, and interviews. They will be required to demonstrate understanding through creating preassessments and challenging learning experiences based on the preassessment results. The students will be required to implement these assignments through a field and clinical experience. The culminating project will demonstrate the ability to create a classroom environment that celebrates diversity, respects individual differences, and challenges each learner to meet high standards.

Section 4: Rationale

- 4.1 Reason for developing this proposed course:** Explain how and why this proposed course is desirable and/or necessary, and how it relates to departmental/college/university wide goals and standards. Please note: while references to course content may be included here for clarity's sake, this section is primarily meant to explain why this course is needed/desirable, not what the course is about, which should have been explained thoroughly in section 3: Description of Proposed Course, above.

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish the 15-credit teacher

education core. Subsequent revisions to individual education programs will be forthcoming.

Based on the nation's changing demographics, the School of Teacher Education recognized a need to provide all education students with an understanding of diversity to better meet the needs of all learners. This course is necessary not only to prepare students for the diversity that they will experience in future classrooms but also to prepare them to address individual learners' needs through a differentiation framework.

This course is to provide students with education and training to address diverse student needs in the P-12 setting. The first half of the course will focus on issues of diversity including race, culture, gender, ability, socio-economic status, and family situations. Students will explore themes relating to bias, stereotypes, and deficit thinking that may influence interactions with individuals. The second half of the course focuses on practical strategies to differentiate instruction to address the unique needs of students. Topics will include creating classroom environments that accept student differences, using pre-assessment to understand student needs, designing meaningful educational experiences, and using differentiated assessments to document learning. Clinical experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for their own transportation to designated or assigned sites.

4.2 Relationship to similar courses offered by other university

departments/units: Do any other courses already being offered by other university departments/units share content with this proposed course? Are any of the proposed pre/co-requisites for this course offered by another university department/unit?

Although courses such as DCS400 Diversity and Community Studies, and COMM 365 Intercultural Communication explore diversity, none of them focus on diversity in order to prepare students for teaching. Two courses in the School of Teacher Education currently teach diversity for Elementary and Special Education; however they are at a deeper level and this course serves as the introduction and will be taken by all education students.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 30

5.2 How many sections of this course per academic year will be offered? 8-10

5.3 How many students per academic year are expected to enroll? 300

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:

This projection is based on current enrollment for similar EDU courses.

Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250). Ten sections were taught for each academic year.

5.5 Proposed method of staffing:

Current staffing is sufficient. Should the teacher education grow beyond the current capacity the school will manage resources to meet these demands.

5.6 Instructional technology resources: Current technology resources are sufficient.

5.7 Library resources: Current library resources are sufficient.

Section 6: Proposed term for implementation: What semester/year will this course “come on line” and be available to students?

Fall 2019

Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.