1. **COURSE DESCRIPTION:**

This course will overview diversity education and its implications for teaching practice within today’s complex classrooms.

**EXTENDED COURSE DESCRIPTION**

This course is based on the current challenge for educators and educators in training to better understand and effectively address student diversity in their contemporary classrooms, schools, and communities. Considering this, this course is not a recipe course, because teaching students with varied backgrounds, identities, frames of reference, abilities, interests, and belief systems is too complex for simple solutions. Instead, this course will present conceptually grounded, empirically based, and practically proven ideas and approaches to enrich educators in training towards thinking about and planning to address the diverse learning and developmental challenges in their future contemporary classrooms.
2. **BROAD TOPICS OF FOCUS**

Diversity Education

Special Education and Inclusive Education

Strategies for the Inclusive Education of Diverse Learners

Contributions of Educational Psychology and Cognitive Psychology to Education

Lesson Planning and Teaching Approaches to Meet the Demand of Student Diversity in Today’s Classrooms

3. **LEARNER OUTCOMES:**

Students will develop an understanding and be knowledgeable about:

- Development of diversity education from the history and transitions from special education and inclusive education

**Students will be able to identify and apply:**

- Instructional approaches and strategies for meeting the diverse needs of students in elementary and secondary classrooms

**Students will be able to consider and integrate:**

- Critical aspects with respect to student diversity within lesson plans relative to the Alberta curriculum for elementary and secondary students

**Students will be able to:**

Develop lesson plans relative to curricular goals and objectives of the Alberta Curriculums for elementary and secondary students with respect to the student diversity within classrooms

4. **Course Design and Delivery**

This course is an on-line course. There will be one synchronous class for each of the five weeks of this course. Zoom will be used for synchronous classes in this course. The course will primarily involve lectures and student presentations. Desire2Learn (D2L) will be used to post class resources, including links to readings and power point presentations. An active University of Calgary email address is required. To access the course in D2L, you will enter your ucalgary.ca IT username and password.

*Note: To ensure maximum accessibility to all topics for all students, this course will be held online. This course meets synchronously once per week for two hours. Please expect to engage significantly in asynchronous work of approximately 5 hours per week.*
5. **Required Textbooks**


II. Shaw, S. (2022). Reaching and teaching students who don’t qualify for special education: Strategies for the inclusive education of diverse learners. Routledge, Tayler and Francis Group

*E-books for rent or purchase available from the following vendors. Apps available in Android and Apple devices: Google Play Books; Amazon Kindle; Kobo; Bookshelf (VitalSource)*

You can order your textbooks directly from the U of C Bookstore.
To order your textbooks:
Bookstore Website: http://www.calgarybookstore.ca/
Phone: (403) 220-5936
Fax: (403) 220-4454

**Recommended Readings**

Andrews, J.W. Handout: Instructional Guidelines for Students with High-Incidence Disabilities


Andrews, J.W. Handout: Delivering Instruction: Direct Instruction, Cooperative /Collaborative Learning, Cognitive Strategy Instruction

[https://www.cieducation.ca/newsletter-journal](https://www.cieducation.ca/newsletter-journal)


6. **Tentative Weekly Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
<th>What is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diversity Education (educational leadership, school organization,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>teacher education and professional development, educational assessment,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>program planning, consultation and collaboration), curriculum and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>student diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Diversity Education Continued</td>
<td>Shaw, S. (2022). Reaching and teaching students who don’t qualify for special</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education, Inclusive Education, historical and legislative</td>
<td>education: Strategies for the inclusive education of diverse learners. Routledge,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>landmarks, principles and foundations, social and political</td>
<td>Tayler and Francis Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>issues, perspectives on teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Special Education, Inclusive Education Continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contributions of <strong>Educational Psychology</strong> modes of thinking, nature of learning (theories and foundations), instruction)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Recommended Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Andrews, J.W. Handout: Instructional Guidelines for Students with High-Incidence Disabilities</td>
</tr>
<tr>
<td>Shaw, S. (2022). Reaching and teaching students who don’t qualify for special education: Strategies for the inclusive education of diverse learners. Routledge, Tayler and Francis Group</td>
<td></td>
</tr>
<tr>
<td>LT # 1 Due</td>
<td></td>
</tr>
</tbody>
</table>
### Contributions of Cognitive Psychology (information processing, motivation and learning, enhancing learning and thinking) continued

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Student Presentations</th>
<th>LT # 2 Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Student Presentations</td>
<td>LT # 2 Due</td>
</tr>
</tbody>
</table>

### 7. Learning Tasks Overview

There are THREE learning tasks for this course. Students must complete all tasks for a passing grade in the course.

<table>
<thead>
<tr>
<th>Learning Task Number</th>
<th>Description of Learning Task</th>
<th>Percent of Final Grade</th>
<th>Grouping for Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Task #1</td>
<td>Summary of Chapters from Required Textbooks</td>
<td>50%</td>
<td>Group</td>
</tr>
<tr>
<td>Learning Task #2</td>
<td>Presentation and Lesson Plans Handout</td>
<td>50%</td>
<td>Group</td>
</tr>
</tbody>
</table>

### 8. Learning Task Assignments

**1) Summary of Chapters from Required Textbooks: Due Week # 3 (50% of Final Grade)**

In 4 groups of 5+, students will synthesize the information from the chapters in the required textbooks for the course and create a condensed chapter summary handout to be used as a resource in the future for their peers. The handout should be 9-10 pages, identify why this topic is important, cover the key content of your selected chapters, and be visually appealing. Students will be assigned groups for this assignment during the first class in week # 1 of the course.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Chapter &amp; Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group # 1</td>
<td>Chapters 1-4: Diversity Education textbook</td>
</tr>
<tr>
<td></td>
<td>Chapters: 1-4: Reaching and Teaching Students textbook</td>
</tr>
<tr>
<td>Group # 2</td>
<td>Chapters 5-9: Diversity Education textbook</td>
</tr>
<tr>
<td></td>
<td>Chapters 5-7: Reaching and Teaching Students textbook</td>
</tr>
<tr>
<td>Group # 3</td>
<td>Chapters 10-14: Diversity Education textbook</td>
</tr>
<tr>
<td></td>
<td>Chapters 8-10: Reaching and Teaching Students textbook</td>
</tr>
<tr>
<td>Group # 4</td>
<td>Chapters 15-19: Diversity Education textbook</td>
</tr>
<tr>
<td></td>
<td>Chapters 11-14: Reaching and Teaching Students textbook</td>
</tr>
</tbody>
</table>
## CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

<table>
<thead>
<tr>
<th>Description of Importance of Information</th>
<th>Accomplished (9-10)</th>
<th>Developing (6-8)</th>
<th>Beginning (0-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a rationale for why this information would be important for to know</td>
<td>Rationale is described well and makes connections to day-to-day practice.</td>
<td>Rationale is missing some elements about the importance and connections to day-to-day practice.</td>
<td>Rationale is superficial and not relevant to day-to-day practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy of Information</th>
<th>Accomplished (9-10)</th>
<th>Developing (6-8)</th>
<th>Beginning (0-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes accurate information</td>
<td>All information is accurate</td>
<td>Most information is accurate</td>
<td>Most information is inaccurate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conveying Main Ideas and Supporting Details</th>
<th>Accomplished (9-10)</th>
<th>Developing (6-8)</th>
<th>Beginning (0-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information included is important for a teacher to understand with respect to diversity education</td>
<td>All main ideas are included and supported with only important details.</td>
<td>Most main ideas are included and supported with some important details.</td>
<td>The main ideas are missing and too few important details are included.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format &amp; Visual Appeal</th>
<th>Accomplished (9-10)</th>
<th>Developing (6-8)</th>
<th>Beginning (0-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is logically presented and flows</td>
<td>Presentation of information flows logically. The handout is visually appealing. It uses colour, pictures, and charts appropriately to engage reader or describe concepts. Handout is within the page limit. Few, if any, errors in grammar, mechanics, and references.</td>
<td>Presentation of information is segmented and somewhat challenging to follow. The handout uses colour, pictures, or charts do not add to the information. Handout is slightly over the page limit. Some errors in grammar, mechanics, and references.</td>
<td>Presentation of information is illogical and difficult to follow. The information in the handout is crowded and/or not visually appealing. The use of colour, pictures, and charts, detract from the information. Handout is significantly over the page limit. Many errors in grammar, mechanics, and references.</td>
</tr>
</tbody>
</table>
(2) Presentation and Lessons Plans Handout: Due Weeks # 4 or #5 (50% of Final Grade)

For this assignment, students will be assigned to groups of students during Week # 2. This assignment requires a group presentation and an associated handout. The group presentation dates will be assigned during Week # 2. The associated handouts will be due at the time of the groups’ presentations. For the presentation, groups will present on the focus of their work that will be on a particular curricular area (e.g., social studies) for a particular educational level (i.e., elementary, or secondary). The focus of their work/presentation will be to design 4-5 lesson plans relative to a major goal and associated objectives for the curricular area and educational level that the students choose. In addition, the groups will be expected to develop, finalize, and share an associated handout that provides the details of their lesson plans for their curricular area, educational level, and goal/objectives that accommodates to and addresses the needs of diverse learners in their classroom. In this regard, all groups need to plan for teaching within a classroom that has students with variant ability, ethnicity, race, social class, religion, and gender. Moreover, the classroom has students identified as having anxiety, depression, learning disability, intellectual disability, and autism.

Rubric: Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max 25 marks</td>
<td>Not Acceptable/ Insufficient</td>
</tr>
<tr>
<td><strong>Introduction</strong> (interest in topic, advance organizer, relevance of topic, expected outcomes from the presentation)</td>
<td>1</td>
</tr>
<tr>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong> (breadth and depth of information, practical implications, significant issues)</td>
<td>1</td>
</tr>
<tr>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong> summary and consolidation of information</td>
<td>1</td>
</tr>
<tr>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong> (worth hearing, organized, good visuals, good volume and pace, within time limits, keen to present)</td>
<td>1</td>
</tr>
<tr>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong> (engages class in discussion of issues, consolidates, and extends information, adequately responds to questions)</td>
<td>1</td>
</tr>
<tr>
<td>/5</td>
<td></td>
</tr>
</tbody>
</table>

Total: /25
## Rubric: Lesson Plans

### Criteria of Assessment of LT2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary A (range)</th>
<th>Proficient B (range)</th>
<th>Emerging C (range)</th>
<th>Undeveloped D and below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Individuals within the groups design 4-5 lesson plans that provide an exemplary critical understanding of core concepts from the course texts, &amp; nuanced knowledge of the specific group targeted (e.g., diversity considerations, instructional approaches).</td>
<td>Individuals within the groups design 4-5 lesson plans that provides a proficient critical understanding of core concepts from the texts, &amp; knowledge of the specific group targeted (e.g., diversity considerations, instructional approaches).</td>
<td>Individuals within the groups design 4-5 lesson plans that provides an emerging understanding of core concepts from the texts, &amp; emerging knowledge of the specific group targeted (e.g., diversity considerations, instructional approaches).</td>
<td>Individuals within the groups design 4-5 lesson plans that reveals a misunderstanding of core concepts from the texts, &amp; knowledge of the specific group targeted (e.g., diversity considerations, instructional approaches).</td>
</tr>
<tr>
<td><strong>Content/Structure</strong></td>
<td>The lesson plans strongly incorporate learning goals/objectives from Alberta Curriculum. Lesson plans are coherent, concise and can be used effectively in classroom setting.</td>
<td>The lesson plans incorporate learning goals/objectives from Alberta Curriculum. Lesson plans are coherent, concise and can be used effectively in classroom setting.</td>
<td>The lesson plans incorporate few/little learning goals/objectives from Alberta Curriculum. Lesson plans are concise and can be used, in part, in classroom setting.</td>
<td>The lesson plans incorporates no learning outcomes from Alberta Curriculum Lesson plans require restructuring to be used effectively in classroom setting.</td>
</tr>
<tr>
<td><strong>Form/Style</strong></td>
<td>The lesson plans reflect exemplary writing skill and attention to matters of content, formatting, and style.</td>
<td>The lesson plans reflect proficient writing skill and attention to matters of content, formatting, and style.</td>
<td>The lesson plans reflect satisfactory writing skill and attention to matters of content, formatting, and style.</td>
<td>The lesson plans reflect undeveloped writing ability and inattention to matters of content, formatting, and style.</td>
</tr>
</tbody>
</table>

### 9. STUDENT EVALUATION

Percentage scores will be given for each course assignment/learning task. The weighting of each will be calculated and summed to provide the final letter grade.
10. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Value</th>
<th>%</th>
<th>Description per U of C Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent – Superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>52-54</td>
<td>Minimal pass - Marginal performance</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-51</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>49 and lower</td>
<td>Fail - Unsatisfactory performance</td>
</tr>
</tbody>
</table>

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Note: A+ is a rare and exceptional grade to be given at the instructor’s discretion to the works of excellence and the highest quality.

Academic Accommodation
It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical
certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors’ office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the academic year is Kevin Dang, esa@ucalgary.ca.

Werklund SU Representative is Dhwani Joshi, educrep@su.ucalgary.ca.