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| **Diversity Components within Coursework in COE** | | | | | | |
| **Course** | | **Description of Projects\* used to meet objective/s**  **Application of Knowledge** | | **Diversity Content** | | **Assessment Procedure** | |
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| **EDL 610** | | In the school profile student exam school data and the diversity within | |  | | School profile  Discussion | |
| **EDL 612** | | Diversity is discussed and address during Vision, Mission, Culture, values and core beliefs | |  | | The creation of a Vision/Mission | |
| **EDL 661** | | As *social justice advocates*, students will select a focus within the school and conduct an equity audit on that issue to determine if access, equity, and/or equality for students are compromised.  Cultural awareness is addressed in school districts and school building as it relates to law  Social and educational aspects of School segregation and re-segregation | |  | | Evaluation of equity audit narrative outlining steps taken and recommendations made.  Exams  Discussion  Observations | |
| **EDL 662** | | As *alliance builders*, students will select local community service agencies and design partnership plans with those agencies to address/mitigate poverty issues of students and learning. | |  | | Evaluation of partnership project narrative. Students present their projects to class. | |
| **EDL 663** | | School Improvement Plan that includes representatives of all stakeholders for planning, all different ability levels for decision making. | |  | | SIP  Discussion  Observation | |
| **EDL 664** | | SLU's Conceptual Framework are used and how it’s relates to diversity of staff which will lead to a more effective school. We do not live in a homogeneous society; hence, the more we react with those that are different from us the better we will understand others and be prepared for the future.  Videos and case studies are used to further the students understanding of working effectively with diverse populations.  In their Strategic Action Plan and Comprehensive Paper, students are to cite research to work effectively with diverse populations.  In their Strategic Action Plan and Comprehensive Paper, students are to address how their change initiative will improve education for students with special needs.  The concept of Culturally Responsive Teaching to make students more aware of the concept and share ideas for becoming a CRT.  Discussions on diversity are held throughout the course | |  | | Discussions  Observations  Questions related to diversity are on my exams**.** | |
| **EDL 725** | | During the internship mentors are to encouraged to provide activities that promote diversity | |  | | Internship logs/Reflections | |
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| **EDL 820** | **Briefs on case law that demonstrate how court applies judicial standards to arrive at opinions that protect the rights of diverse populations.**  **Also use scenarios in class to help students understand application of law to protect diverse populations.** | | **Covers IDEA, Civil Rights Act, Equal Access Act, First Amendment, and Fourteenth Amendment, among other legislation and constitutional protections for diverse populations** | | **Evaluation of case briefs.** | | |
| **EDL 821** | **As *alliance builders*, students select local community service agencies and design partnership plans with those agencies to address/mitigate poverty issues of students and learning.** | |  | | **Evaluation of partnership project narrative. Students present their projects to class.** | | |
| **EDL 823** | **Discussion of school finance on the socioeconomic status of students as well as on the geographical location of students and schools.** | | **Financial impact on students by socioeconomic and geographical factors** | | **Final project** | | |
| **EDL 824** | **Final Project: Must select one topic within disability law, develop a scenario in which a legal question arises, and then perform a legal analysis that applies constitutional, statutory, regulatory, and case law to arrive at a proposed resolution of the legal question.**  **Also use scenarios in class to help students understand application of law to protect students with disabilities and others who need accommodations in order to access the general curriculum.** | | **Focuses on IDEA, ADA, and Section 504 as it pertains to students with disabilities and students who need accommodations (Section 504)** | | **Evaluation of final project** | | |
| **EDL 830** | **Students map one learning strand of their school's Curriculum and must include various descriptions and measures of diversity - descriptive demographic data along with disaggregated measures of student learning outcomes and school processes to create a comprehensive description of their chosen aspect of the curriculum.** | |  | | **Final project** | | |
| **EDL 831** | **Students devise a Triangulated Study of their school, which includes various descriptions and measures of diversity - descriptive demographic data along with disaggregated measures of student learning and school processes to reveal areas of strength and areas of concern with regard to overall school effectiveness** | |  | | **Final project** | | |
| **EDL 842** | **Students develop an Implementation Guide for their chosen educational program (existing or newly created) which includes various descriptions and measures of diversity to address the needs of those intended to participate in the chosen educational program.** | |  | | **Final project** | | |