

Across the PEU, there are many curricular components that address diversity proficiencies expected of our candidates. Below are links to syllabi of courses that are devoted to topics in diversity and tables that summarize readings, assignments evidence and fieldwork related to diversity for other courses.

Initial Teacher Preparation: Elementary and Secondary

Two courses in the elementary and secondary teacher preparation programs are completely devoted to the topic of Diversity. See these syllabi.

[EDUC 381/581](#)

[EDUC 384/584](#)

Course Name & Number	Suggested Key Readings Or Activities Related To Diversity	Assignments Related To Diversity	Evidence Related To Diversity	Fieldwork Related To Diversity
EDUC 382/582 Psych Foundations for Diverse Society	<p>Tatum, B. D. (1997). <i>Why are black kids sitting together in the cafeteria?: And other conversations about race</i>. New York: Basic Books.</p> <p>Lave (1992). A comparative approach to educational forms and learning processes. <i>Anthropology and Education Quarterly</i>, 8, 181-187.</p> <p>Ogbu (1993). From cultural differences to differences in cultural frame of reference. In Patricia M. Greenfield & Rodney R. Cocking (Eds.), <i>Cross-cultural roots of minority child development</i>. Hillsdale, NJ: Erlbaum.</p>	<p>Case study (on moral development/bullying) in mid-term</p> <p>Observation project (on the socio-cultural norm in the classroom)</p>	<p><i>Case study analyses related to this standard</i></p> <p><i>Observation analyses on socio-cultural norm observed in the classroom</i></p>	<p>Observations in K-12 classrooms for at least 8 hours. Could be in different classrooms and different schools. It is recommended to observe diverse classrooms.</p>
EDUC 383/583 Methods of Teaching	<p>California Department of Education (1999). <i>Reading/Language arts framework for California schools: Kindergarten through grade twelve</i>. Sacramento, CA:</p>	<p>Students participate in a simulation where they are tested and placed in groups according to the test</p>	<p>Students write a response to the simulation.</p>	<p>In some of the practicums students will have hands on learning experiences with students and their families from diverse cultures as well</p>

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Literacy and Language Arts	<p>Author. (You can also download the framework from: http://www.cde.ca.gov/ci/reading.html)</p> <p>Cooper, J. David (2003). <i>Literacy: Helping children construct meaning</i> (5th edition). Boston: Houghton Mifflin</p> <p>Routman, Regie (2003). <i>Reading Essentials: The Specifics you need to Teach Reading Well</i>. Portsmouth, NH: Heinemann.</p> <p>Dye, Marilyn & Giles, Marlene (2001). <i>Preparation guide for the California Rica: A guideline for reading instruction in grades kindergarten to eight</i>. Boston: Houghton Mifflin.</p> <p>Fountas, Irene C. & Pinnell, Gay Su (1996). <i>Guided reading: Good first teaching for all children</i>. Portsmouth, NH: Heinemann</p>	<p>results. Each group (high, medium, and low) is given work to complete. The type of work given corresponds to what we know about types of strategies used in groups with varying perceived abilities, which is inherently unequal and also highlights the "types" of students found in "low" groups.</p>		<p>as learning styles and disabilities.</p>
EDUC 334/534 Literacy Across Content Areas (single subject)	<p>Vacca, R. & J. Vacca. (2008). <i>Content Area Reading</i>, (9th ed.). Boston: Allyn & Bacon.</p> <p>Choice (Jigsaw texts):</p> <p>Benjamin, A. (2007). <i>But I'm Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas</i>. Larchmont, NY: Eye on Education.</p> <p>Fisher, et al. (2007). <i>50 Content Area Strategies for Adolescent Literacy</i>. New York: Merrill/Prentice Hall.</p> <p>Gallagher, K. (2003). <i>Reading Reasons</i>. New York: Stenhouse.</p>	<p>Case study of one student who is a struggling reader but has not been identified as having a specified learning disability (includes a learning ethnography, which requires candidates to apply theoretical knowledge to an in-depth observation of the school, classroom and lesson levels; literacy assessment, an application of literacy evaluation tools with one or more students; and an action plan, which requires</p>	<p>Case study, which includes final drafts of candidate's learning ethnography, literacy assessment of one or more students in the practicum class, and action plan for supporting case-study student's literacy growth. Case study is specifically designed to assist one or more students who have difficulty accessing literacy and/or subject matter through literacy improve both in literacy skills and in using literacy to succeed in the</p>	<p>A 50 hour practicum in a San Diego City School. Candidates work closely with one or more struggling adolescent readers, including implementing an action plan for improving students' literacy and reflecting on results.</p>

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	<p>Tompkins, g. & Blanchfield, C. (2007). <i>Teaching Vocabulary: 50 Creative Strategies, Grades K – 12</i>. New York: Pearson.</p>	<p>candidates to examine relevant theories and suggest practical applications to support and/or improve case-study student's literacy).</p>	<p>content area.</p>	
<p>EDUC 385/585 Elem Curric & Methods (multiple subj)</p>	<p>Campbell, P. & Langrall, C. (2002). Making equity a reality in classrooms, in Putting research in the elementary grades: Readings from Journals of the NCTM, Washington, DC. NCTM.</p> <p>Cummins, J. (2007) Supporting ESL students in learning the language of science, in <i>Research into Science</i> (a monograph). Pearson Education, Glenview, Il.</p> <p>California Department of Education. <i>California State Framework in History/Social Studies</i>. Sacramento, CA: Author.</p> <p>California Department of Education. <i>California State Framework in Mathematics</i>. Sacramento, CA: Author.</p> <p>California Department of Education. <i>California State Framework in Physical Education</i>. Sacramento, CA: Author.</p> <p>California Department of Education. <i>California State Framework in Science</i>.</p>	<p>Candidates create standards-based lessons and assessments that include universal access for English learners.</p>	<p>Candidates will write ten standards-based lessons within an interdisciplinary unit that provide access to the core curriculum for all students and that employ SDAIE strategies for second-language learners. These units will be assessed by a rubric with a scale that articulates the varying degrees of quality.</p>	<p>A 50 hour practicum in a classroom that prepares candidates to effectively teach diverse students. In the practicum candidates will demonstrate their ability to address background experiences, languages, skills and abilities of diverse student populations by planning, teaching and reflecting upon three standards-based content lessons appropriate for the grade level where they are placed.</p>

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	<p>Sacramento, CA: Author.</p> <p>California Department of Education. <i>California State Framework in the Visual and Performing Arts</i>. Sacramento, CA: Author.</p>			
<p>EDUC 332/532 Curric & Methods Secondary</p>	<p>Drake, F.D., & Nelson, L.R. (2008). <i>Engagement in teaching history: Theory and practices for middle and secondary teachers, 2nd edition</i>. Upper Saddle River, NJ: Merrill.</p> <p>Burke, J. <i>The English teacher's companion: A complete guide to classroom, curriculum, and the profession, 3rd edition</i>. Portsmouth, NH: Heinemann.</p> <p>Wiggins, G., & McTighe, J. (2005). <i>Understanding by design, 2nd edition</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>	<p>Reading reflections related to socio-cultural implications of content objectives</p> <p>Reading reflections related to differentiation of instruction</p> <p>Lesson demonstrations</p> <p>Unit Plan</p> <p>Assessment of student learning</p>	<p>Students are required to write weekly reflections that respond to their readings and work to connect course readings with practicum classroom observations. Several reflections focus on the socio-cultural implications of content teaching and learning. Reflections also address issues of differentiation of instruction for diverse student learners. Reflections are used to spur student discussion.</p> <p>Lesson demonstrations, unit plans, and assessments of student learning must be grounded in diverse classrooms and respond to needs of all students. Candidates are required to discuss methods of differentiation in each of their lesson and unit plans.</p>	<p>All candidates are required to complete a fifty hour practicum at a middle or high school site with a diverse student population. While at this site, candidates are required to observe student-teacher interaction and assess how instructors respond to the needs of all learners. Additionally, candidates are required to teach three lessons and are assessed on their ability to respond to the needs of all students in their classroom.</p>

Initial Teacher Preparation: Special Education

In the program as it has been offered since the last CEC accreditation, all course deal with diversity. Two courses in the special education teacher preparation programs are completely devoted to the topic of Diversity. See these syllabi.

[EDSP 373/573](#)

[EDSP 389/589](#)

Course name & number	Suggested Key Readings or Activities related to Diversity	Assignments related to Diversity	Evidence related to Diversity	Fieldwork related to Diversity
EDSP 370/570 Assessment in Special Ed.	McLoughlin, J. A., & Lewis, R. B. (2008). <i>Assessing students with special needs</i> (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0-13-235-70-X. WebCT CANDIDATE TOOLKIT: Special Ed. & English Learner Assessment Bibliography Starter Toolkit • Educator Instructional/Learning Methods & Strategies Bibliography: Starter Instructional Practice Recourses	Case Studies – requirement for at least one to involve special needs students and English Learners	Case study write up and report	Classroom observation
EDSP 559 DHH: Language in the Elementary School	Chinn, K.M. (1999). <i>Ethnic and cultural diversity in rural deaf education programs in New Mexico. (Report No. RC021907)</i> . Albuquerque, New Mexico: American Council on Rural Special Education. (ERIC Document Reproduction Service No. ED429757). Christensen, K. (ed.). (2000). <i>Deaf – plus: A multicultural perspective</i> . San Diego: Dawn Sign Press. Gerner de Garcia, B.A. (1995). <i>ESL applications for Hispanic deaf students</i> . Bilingual Research Journal, 19(3-4) 453-467.	IEP goals assignment Reading curriculum assignment	Plan language-related activities for classroom and home Identify variables related to reading achievement in children from diverse cultural backgrounds	20 hour of fieldwork in classes including DHH students

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EDSP 373/573 Family Systems and Community/Cultural Resources	Turnbull, A., Turnbull, R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2011). <i>Families, professionals, and exceptionality: Positive outcomes thorough partnership & trust</i> (6 th ed.). Boston: Pearson.	Mini Case Study Analysis Family Case Study	Identification of values of family, culture, society and development of initial strategies for developing collaborative relationship. Design family service plan that includes needs assessment and collaboration plan . Integrate IEP and/or IFSP	Identification of community resources. Case study fieldwork (observation) with a family of a student with special needs

Advanced Pupil Personnel Services: Counseling

One Course is exclusively devoted to diversity. See course syllabus.

[COUN 515](#)

Course name & number	Suggested Key Readings or Activities related to Diversity	Assignments related to Diversity	Evidence related to Diversity	Fieldwork related to Diversity
COUN 505 Human Development	Santrrock, J.W. (2008) <i>Life Span Development (11th ed.)</i> Columbus, OH: McGraw-Hill. Chapters 2, 10, and 12.	Students are asked questions related to readings and to give specific examples of how cultural factors like race ethnicity and SES can affect learning outcomes.	Students work in groups on scenarios related to improvement of learning and dropout prevention and present results in class. Multiple choice items on class tests check student knowledge of theories and research results.	
COUN 530 Assessment Techniques in Counseling	Whiston, S.C. (2009). <i>Principles and applications of assessment in counseling</i> (3rd ed.) Belmont, CA: Brooks/Cole. Chapters 7, 8 on intelligence and achievement tests and Chapter 15 on cultural	Students are asked questions related to readings related to cultural factors that affect testing. Students work on a group project in class where they are asked to prepare a plan for testing a diverse group of students. Groups have	Students turn in an interview summary and post a shortened summary of the interview of the testing professional in the online classroom discussion board. Students take a series of tests themselves and turn in a testing	Students conduct an in the field interview of a school professional who does testing and assessment and the questions asked include questions about preparing different

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	factors in test performance	different school levels to work with and put together a list of suggestions for testing students from different cultural groups	report where they address their own cultural characteristics and how these might affect their performance and interpretation of test results.	groups for testing.
COUN 536 Counseling Children & Youth in School Setting	<p>Cobain, B. (1998). <i>When nothing matters anymore: A survival guide for depressed teens</i>. Minneapolis, MN: Free Spirit.</p> <p>Nelson, R. E., Galas, J. C. (1994). <i>The power to prevent teen suicide; A guide for teens helping teens</i>. Minneapolis, MN: Free Spirit.</p> <p>Parsons, R.D. (2006). <i>Counseling strategies that work</i>. Upper Saddle River, NJ: Pearson.</p> <p>Sandoval, J. (2002). <i>Handbook of crisis counseling, intervention and prevention in the schools</i>. Mahwah, NJ: Erlbaum and Associates.</p> <p>Zailckas, K. (2005). <i>Smashed: Story of a drunken girlhood</i>. New York, NY: Viking/Penguin.</p>	<p>Weekly reflection, including developmental issues encountered.</p> <p>Students conduct interviews with a counselor, teacher, administrator and student who will describe what they believe to be the top 4 issues school counselors need to understand.</p> <p>Each student selects a topic related to school counseling they will devote the year to becoming an expert in. Students write a journal quality article based on an interview with an expert in the field and comprehensive lit review</p> <p>Students assess and make recommendations for implementing for Peer Helping/ Bullying programs</p>	<p>Written Cases graded by rubric</p> <p>Issues Consultation Project Final Paper Graded by Rubric</p> <p>Classroom Presentation of Lesson/Workshop graded by rubric</p> <p>Draft of Final Paper graded by rubric</p> <p>Final paper on prevention/intervention graded by rubric</p>	<p>Cases originate from issues arising at fieldwork sites and students are encouraged to utilize suggestions in future meetings with clients.</p> <p>Interviews take place at fieldwork site.</p> <p>Interview expert in the field on the topic for their research paper.</p>
COUN 537 Applied Techniques in School Counseling	Preston, H., O'Neal, J. H., Talaga, M. C. (2004). <i>Handbook of clinical psychopharmacology for therapists</i> . Oakland, CA: New Harbinger.	Each student chooses a disorder found in the k-12 population for which medication is a primary intervention. Each student completes a paper covering the following areas:	<p>Final Psychopharm Paper graded by Rubric</p> <p>Poverty Reflection paper Graded by Rubric</p>	Students conduct consultation interviews at fieldwork site with their site counselor and/or administrator.

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	Payne, R. (2003). <i>A framework for understanding poverty</i> . Highlands, TX: aha! Process.	<p>-A review of the disorder itself and how it presents in children and adolescents, and comorbid disorders.</p> <p>-Specific medications utilized in treatment including benefits and negative possibilities of each medication.</p> <p>-Non medical interventions that can be used to complement drug therapy or be used as stand alone strategies</p> <p>-3 resources for helping the student, parent, or teachers understand the disorder, the importance and role of medication with the disorder and or helpful strategies to use in combination with medication. Include references.</p> <p>Reflection paper on the significance of how poverty and differing SES levels affect students and 3 key related concepts from the book.</p> <p>Conference presentation.</p> <p>Design of consultation about a current issue at the school</p>	<p>Final Presentation Graded by Rubric</p> <p>Final Consultation Paper Graded by Rubric</p> <p>Final Research Paper Graded by Rubric</p>	
COUN 590F Fieldwork in School Settings (1 and 2)	Candidates, seminar instructors and onsite counselors share multicultural learning materials and strategies.	As part of their fieldwork experiences, candidates are required to work with diverse populations and dialogue in seminar class and with their onsite counselors about issues related to their developing cultural	Experiences with diverse populations are required during the fieldwork experience and logs and journals reflect these experiences. The counseling program Learning Outcome #1 Diversity requires candidates to	As part of their required 600 hours at two different school sites, candidates are actively engaged in counseling activities related to the diversity of the

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		competence.	develop a written plan as to how to address the needs of diverse clients and to describe specific interactions with students from a different ethnicity than their own.	populations at the school sites.

Advanced: Administrative Services

One Course is exclusively devoted to diversity. See course syllabus.

[LEAD 588](#)

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LEAD 551 Human Relations for School Leaders	Hayden, C. and Molenkamp, R. (2002). <i>Tavistock Primer II</i> , Jupiter, FL: The A.K. Rice Institute.	Provides an extended weekend course in which students examine their stated and implied attitudes and expectations about race, gender, ethnicity, culture, sexual orientation, religion and socio-economic status. Candidates are introduced to the state demographics influencing school enrollment, and study strategies for increasing the participation of diverse groups in public schooling; candidates also deal with the important human relations concepts of domination, subordination, privilege, and equal opportunities	Final reflective paper	3-day course on theories of leadership and authority, dynamic forces in organizations, identification of personal assumptions and behaviors related to the exercise of leadership and authority
LEAD 552 School Law for Aspiring Leaders	Kemerer, F., Sansom, P & Kemerer, J. (2005) <i>California school law</i> , Stanford, CA: Stanford University Press	Students learn the legal implications of serving special needs students.	Discussion of hypothetical situations about parents' rights, No Child Left Behind requirements and their impact, the Federal Equal Access Act, special education law, and schools' and employees' legal liability under both California and federal law. Midterm examination Final examination	During the 20-day per year apprenticeship candidates work with the Mentor Principal to ensure that state and federal programs are being implemented correctly.
LEAD 553/4 Instructional Leadership and Supervision	Video: Pearson Learning, <i>Lenses on learning: Classroom observation and teacher supervision in elementary mathematics</i>	Candidates practice supervising and evaluating a diverse school staff.	Critical analyses of instruction seen in video	

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LEAD 583/4 Special Topics I and II	The materials for each of these modules are determined in conjunction with the ELDA and participating faculty/district personnel	Candidates attend two seminars on budget planning, understanding state and federal budget process, and learning methods for allocating resources to support school goals.	Budget exercises	During the 20 day per year apprenticeship with the Mentor Principal, candidates observe and discuss budget allocations
LEAD 597/8P	CAPSEL standards	Develop Culminating Portfolio/Educational Platform	Candidates collect artifacts and write reflections related to the CAPSEL standards. Final portfolio (Evaluated by the Oral Presentation of the Culminating Portfolio/Platform rubric.)	During 20 day per year shadowing of Mentor Principal, candidates identify particular learning needs, place students in appropriate settings, work with teachers to develop practices to guarantee full access, and secure resources to ensure that all students have access to the curriculum and to co-curricular activities.