

#69 Educational Diversity

Course Outcome Summary

Course Information

Revised Date	1/30/2009
Course Number	WTCS 69
Potential Hours of Instruction	80
Total Credits	2

Description

Prepares participants to create an inclusive and effective learning environment that will meet the needs of diverse student populations. Participants examine organizational, classroom, and individual diversity issues, and develop strategies for increasing personal effectiveness in working with diverse groups. Participants apply competencies to meeting the needs of the specific diverse populations, or individual members of diverse groups, that make up their teaching and learning environments. These populations include, but are not limited to diversity of: age, sex, physical and cognitive ability, race, ethnic background, and sexual orientation.

Target Population

This professional development requirement is intended to lay the groundwork for excellence in teaching and educational leadership in the Wisconsin Technical College System. The target audience is professionals holding positions requiring WTCS certification and includes technical college teachers and those serving in other technical college leadership roles (e.g. counselors, supervisors, librarians, administrators).

Core Abilities

Facilitators of WTCS Certification Activities may incorporate core abilities established by the sponsoring organization or they may address the core abilities suggested in the WTCS Certification Professional Development Design.

WTCS Certification Education Requirement Outcomes

Create an inclusive and effective learning environment that will meet the needs of diverse student populations including, but not limited to diversity of: age, sex, physical and cognitive ability, race, ethnic background, and sexual orientation as they are present in your teaching and learning environment.

Competencies

Unit A. Institutional Populations and Support Services

A.1. Analyze the demographic profile of your college and community

You will demonstrate your competence:

- o In a written or oral report

Your performance will be successful when:

- o report includes insights gained from examining data
- o data includes diverse populations, i.e., age, race, ethnic background, sex, and ability
- o report identifies the student, faculty, and staff populations present in your college
- o report compares the demographic profile of your college with the demographic profile of the surrounding community

- o report compares college recruitment, enrollment, and retention of diverse populations in the various college programs
- o report compares completion/graduation rates of diverse populations
- o report compares rates of placement of diverse populations

A.2. Access formal and informal support services available at your college for diverse populations

You will demonstrate your competence:

- o In a written or oral report, through interviewing appropriate college personnel

Your performance will be successful when:

- o you identify support services (for students, faculty, and staff) that help meet the needs of diverse populations
- o report includes a chart or directory identifying a broad range of support services available within the college or community to help meet the needs of diverse populations
- o you match appropriate support services to situations you might encounter in working with diverse populations

A.3. Evaluate the effectiveness of your college's plans and policies that impact diverse populations

You will demonstrate your competence:

- o In a written or oral report

Your performance will be successful when:

- o report examines at least two of the college's plans and policies such as the Affirmative Action Plan, the Minority Recruitment and Retention Plan, or other plans affecting diverse populations
- o report analyzes evidence that the college considers diverse populations in strategic plans and facilities plans
- o report outlines criteria for judging effectiveness of plans and policies
- o report uses criteria to judge the effectiveness of plans and policies
- o report identifies areas of success
- o report identifies areas that need improvement
- o report offers specific recommendations for improvement
- o report identifies when and how the college provides professional development to staff related to diversity issues

A.4. Analyze the legal implications relative to a diverse student population

You will demonstrate your competence:

- o In a written or oral report

Your performance will be successful when:

- o report identifies laws relevant to diverse populations that apply to participant's professional role
- o report recognizes behaviors and/or interventions that are consistent with the law
- o report identifies behavior and/or interventions that may be inconsistent with the law
- o report considers consequences of behavior and/or interventions that may be inconsistent with the law
- o report outlines adjustments that will bring behavior and/or interventions into alignment with the law

A.5. Apply college strategies that advocate for meeting the needs of diverse learners

You will demonstrate your competence:

- o In a plan of action for specific need of one or more diverse groups or for an individual learner

Your performance will be successful when:

- o plan-of-action is appropriate and realistic for a group or an individual in the participant's professional role
- o plan-of-action presents complete, relevant evidence to support the need
- o plan-of-action defines desired goal or outcome
- o plan-of-action identifies workable solutions that address the need
- o plan-of-action recommends preferred action/solution
- o plan-of-action predicts the results of recommendation

Unit B. Individual Perceptions and Behaviors

B.1. Analyze the impact of stereotyping, prejudice, discrimination, ethnocentrism, racism, homophobia, and sexism at your college

You will demonstrate your competence:

- o In a written or oral report
- o Using student-created examples

Your performance will be successful when:

- o report addresses one example of stereotyping, prejudice, discrimination, ethnocentrism, racism, sexism, or homophobia
- o report addresses short-term consequences for all individuals and institutions involved
- o report addresses long-term consequences for all individuals and institutions involved
- o report presents recommendations for workable solution to this specific example
- o report presents recommendations for avoiding future repetition of the specific examples
- o recommendations show respect for all individuals and sensitivities

B.2. Analyze how your perceptions of diverse populations may help or inhibit the ability of members of diverse groups to learn effectively

You will demonstrate your competence:

- o In a written or oral self-assessment

Your performance will be successful when:

- o your self-assessment identifies at least five values of your cultural heritage
- o your self-assessment identifies at least five ways cultural heritage has influenced the way you view diverse groups
- o your self-assessment analyzes the perception others have of your own skill, attitudes, and behavior towards members of diverse groups
- o your self-assessment is based at least partially on feedback from students and/or colleagues
- o your self-assessment includes an action plan for improving areas of weakness and affirming areas of strength
- o your self-assessment analyzes how your perceptions of diverse populations impact learning

B.3. Evaluate how age, race, ethnicity, gender, gender-orientation, and physical and cognitive ability impact self-perception

You will demonstrate your competence:

- o In a written or oral self-assessment

Your performance will be successful when:

- o your self-assessment identifies at least five values of your cultural heritage
- o your self-assessment identifies at least five ways age, race, ethnicity, gender, gender-orientation, and physical and cognitive ability has influenced the way you perceive yourself
- o your self-assessment analyzes how your self-perception impacts learning

Unit C. Developing Guidelines for the Classroom

C.1. Develop guidelines for creating an inclusive and effective learning environment that meets the needs of diverse populations

You will demonstrate your competence:

- o In the development of guidelines presented in a written or oral report

Your performance will be successful when:

- o guidelines create an inclusive environment
- o guidelines reflect mutual respect among all members of the learning environment
- o guidelines are reflective of the needs of diverse learners
- o guidelines are consistent with college guidelines and policies
- o guidelines are appropriate to specific instructional area
- o guidelines are applicable and appropriate within your professional role

C.2. Communicate effectively with members of diverse populations

You will demonstrate your competence:

- o In a role play, video-taped situation, or case study response and subsequent analysis

Your performance will be successful when:

- o you analyze personal communication style used in your professional role
- o your analysis determines the impact that your personal style may have on the diverse populations with whom you work
- o your analysis outlines adjustments for maximizing effectiveness of communication with and among all learners

C.3. Design strategies for managing and resolving conflict in a multi-cultural setting

You will demonstrate your competence:

- o By designing a strategy for managing and/or resolving conflict, using a case study provided by the instructor

Your performance will be successful when:

- o you design strategies to resolve a case study or an example of conflict in a multi-cultural setting
- o resolution examines two or more points of view and the reasoning behind them
- o resolution clarifies particular points of disagreement or conflict and points of agreement
- o resolution presents guidelines for appropriate intervention
- o resolution suggests one or more usable and workable options
- o resolution is sensitive to the needs of all parties involved
- o resolution is in alignment with applicable laws and college policies

C.4. Design strategies for integrating respect for diversity into your curriculum, instructional design, and delivery of instruction

You will demonstrate your competence:

- o In a written plan of how you will integrate respect for diversity into your classroom, a program you are responsible for, or your current job responsibilities

Your performance will be successful when:

- o you create a plan for integrating the respect for diversity into curriculum, instructional design, delivery of instruction OR other job responsibilities
- o your plan includes where in the current program curriculum or other documentation integration exists
- o your plan includes where in the current program curriculum or other documentation integration can be added
- o your plan includes assessment of its effectiveness