Fundamentals of Diversity, Inclusion, and Exceptional Learners – C848

Course Feedback

Overview

Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

Competencies

- **Initial Preclinical Experiences in Diversity and Inclusion**
  - The graduate analyzes the theoretical and practical implications of various instructional practices intended to support diversity and inclusion in the classroom.

- **Identifying Student Needs**
  - The graduate integrates knowledge of characteristics, contexts, and conditions of students in the process to address the needs of multicultural learners, exceptional learners, atypical development, English language learners, and gifted and talented learners and to implement equity pedagogy into their practice.

- **Relationships, Partnerships, Advocacy, and Collaboration**
  - The graduate selects appropriate strategies to effectively and ethically engage with students, families, administrators, and other stakeholders in support of the education of diverse learners.

- **Legal Implications of Special Education**
  - The graduate applies appropriate policies, programs, accepted practices, and legal requirements to classroom and instructional practices as they relate to special education, English language learners, and gifted and talented learners.

- **English Language Learning**
  - The graduate recommends best practices to plan classroom instruction in a supportive learning environment for ELL students.
Learning

Getting Started

Welcome to Fundamentals of Diversity! In this course you will focus on specific groups of students with special needs, including students with disabilities, gifted and talented students, culturally diverse students, and English language learners. You will learn a variety of strategies used to modify instruction to meet the needs of all students in a general education classroom. This course is delivered in the WGU module-based learning platform, which incorporates readings, videos, quizzes, and a variety of interactive learning components. We recommend that you complete the modules in order and engage in the interactive "Learn by Doing" activities throughout the course, as each one will give you immediate feedback on your progress. Your competency will be demonstrated by successful completion of an objective assessment and a performance assessment that includes video observation hours and associated reflections related to classroom management.

Assessments

- Pre-Assessment: Fundamentals of Diversity, Inclusion, and Exceptional Learners
  
  STATUS: Not Attempted
  
  # OF ITEMS: 66
  
  TIME ALLOCATED: 90 minutes
  
  CODE: PCQO

- Objective Assessment: Fundamentals of Diversity, Inclusion, and Exceptional Learners
  
  STATUS: Not Attempted
  
  # OF ITEMS: 66
  
  TIME ALLOCATED: 90 minutes
Performance Assessment: Fundamentals of Diversity, Inclusion, and Exceptional Learners

Status: Not Attempted
Code: NOP2

A score of Competent or Exemplary is required to pass all assessments. Passing a preassessment does not guarantee you will pass the high stakes assessment.

On objective assessments, you will be charged a retake fee for the third attempt and every attempt thereafter. For more information click here.

Course Information

Live Session Calendar

Course Instructor

Course Instructor Group

diversity@wgu.edu

Announcements

Course Tips