

## ESHR: Diversity Education Informal Concentration Area (ICA)

As societies and the workforce become increasingly diverse, students must be prepared to work alongside individuals from a variety of backgrounds and to serve a diverse population in ways that are fair, just, and strive to decrease inequities. Foundational knowledge about human development and how structural oppression can impact the life trajectories of marginalized groups is critically important to becoming a responsible global citizen and worker. Courses in the *Diversity Education ICA* will help you develop an awareness of your cultural worldview and potential biases, knowledge of other cultural worldviews, and skills for effectively serving a diverse society.

The *Diversity Education ICA* adds value to other ESHR ICAs such as *Trauma-informed Advocacy* and *K-12 Student Interventions* in the support of diverse populations. Students often choose another major, minor, or certificate to pair with ESHR; see suggestions for pairing with the *Diversity Education ICA* below:

### Major, Minor, Certificate Suggestions

#### Majors/Minors

[American Studies](#)

[International Studies](#)

[Psychology](#)

[Public Health](#)

[Social Justice](#)

[Sociology](#)

[Sports and Recreation Management](#)

#### Certificates

[Aging and Longevity Studies](#)

[Critical Cultural Competence](#)

[Disability Studies](#)

[Human Rights](#)

[Latin American Studies](#)

[Native American and Indigenous Studies](#)

[Social Justice and the Performing Arts](#)

Focusing on understanding diversity in the ESHR program supports students in several career areas, including human resources, public relations, teaching, social work, community leadership/activism, and social and community services managers and assistants. In addition, students with this ESHR ICA may be well-positioned for graduate work in Clinical Mental Health Counseling, Counselor Education and Supervision, Counseling Psychology, Couple and Family Therapy, Educational Leadership, Educational Policy and Leadership, Learning Sciences and Educational Psychology, Higher Education and Student Affairs, Language Literacy and Culture, Rehabilitation Counseling, School Counseling, School Psychology, Schools Culture and Society, and Teaching Leadership and Cultural Competency program(s).

### Course suggestions

(Students are encouraged to take one or two courses from each skill/content area.)

#### *Exploring Perspectives and Differences*

##### EDTL:4093 Teaching & Learning w/Global Perspectives

Examination of conceptualizations and themes, along with theories, strategies, and resources that can inform teaching and learning for global competence education in all disciplines; teaching for prejudice reduction and education for informed and responsible global citizenship; creation of a standards-based curriculum project; designed for practicing teachers.

##### EPLS:4200 Diversity and Inclusion in Athletics

Explores engaging differences as major issues for coaches, sports managers, physical activity professionals, and athletic administration staff in their workplaces; defines, discusses, and analyzes the complexity of athletic organizational environment to help future leaders implement successful practices inclusive of all persons. Requirements: undergraduate standing and enrollment in interscholastic athletics/activities director certificate program, or by special permission for other graduate and undergraduate students.

##### EPLS:4250 Education in Black America

Introduction to various educational policies and events germane to the history of African American education from 1900 through the mid-1980s; read works and watch documentaries that examine those policies, concepts, strategies, and events surrounding Black education; analyze and synthesize this information through small and large class discussions, reading responses, quizzes, a debate, a book review, a short essay, and related presentation. GE: Historical Perspectives.

Same as AFAM:4250.

## EPLS:3240 Undergraduate Topics in Education: Belize

Seminar for extensive study of an education topic or issue. Topics vary.

### *Developmental Characteristics*

#### PSQF:2700 Introduction to Understanding Trauma and Resilience

Introduction to understanding key concepts of trauma-informed systems of care in multiple settings; identification of various types of trauma along with behaviors and responses seen in survivors of trauma; students trace effects of historical trauma of marginalized communities and multiple trauma survivor groups to understand the consequences of trauma and its impact in the culture; resilience and strategies to offset consequences of trauma. Same as SSW:2700.

#### PSQF:4106 Child Development

Theories and research findings about the physical, social, emotional, and intellectual growth and development of children. Requirements: junior standing.

#### PSQF:4133 The Adolescent and Young Adult

Psychological and social aspects of adolescence and young adulthood; emphasis on theory, research, and practical applications.

### *Learning, Cognition, and Instruction*

#### CSED:4187 Introduction to Assistive Technology

How assistive technology can be used for attainment of goals in education or work.

#### EDTL:3187 Early Literacy Instruction for Young Children

Service-learning involving lecture, class discussion, and student participation in an early literacy program for preschoolers; concepts and skills necessary to conduct story time groups with young children that target development of print knowledge; application of learning by reading to small groups of preschool children. Recommendations: CSD:3118. Same as CSD:3187.

#### EDTL:3382 Language and Learning

How language reflects and constructs learners' identities and cultures; readings related to oral and written language, native and second language development, linguistic diversity; discussion of the relationship of language theory to schools of language instruction. Same as ENGL:3190.

#### PSQF:4205 Design Principles for How People Learn

Designing effective instruction, whatever the learning environment, the characteristics of the learners, or the format of delivery, is best accomplished through a systematic and iterative process. By enrolling in this course, you will engage in a process used to design instructional experiences that build on principles of learning, cognition, and instructional design.

## **Faculty Liaison**

[Sherry Watt](#), Professor, Higher Education & Student Affairs

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