

Dynamic Diversity Syllabus

Course Number and Title	PEDU 9826 Dynamic Diversity
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Graduate Level, Semester Credits (Some credit levels may be unavailable at times)

Course Description

This course is designed to help inform, educate, entertain classroom teachers, school counselors, and other educational personnel gain strategies to understand how building engaged classrooms in a time of relentless change, there's only one thing that's certain: new challenges and opportunities will emerge that are virtually unimaginable today. How can we know what skills will be required to succeed?

Research shows, educational excellence relies more on the talent and engagement levels of the people within an individual school than on any other factor. If we lose student hearts and minds in middle school we lose their bodies in high school.

Participants will be challenged to honestly evaluate their own attitudes and teaching, and to change those if needed in order to teach so that all students succeed in their classrooms. They will understand current brain research from a visual, auditory, kinesthetic and analytical perspective. We will access goals, strategies and strengths of a school in order to respond to changing social conditions.

Learning Outcomes and Objectives

Upon successful completion of this course, you will be able to:

1. Explore the meaning of diversity
2. Identify inclusive practices and challenges
3. Develop strategy to leverage future steps existing culture of diversity
4. Build capacity for long term sustainability and accountability

Grade Level Expectations (GLEs) Addressed:

K-12 Appropriate Grade Level Expectations Building Engaged Classrooms

- K/12 Uses at least one strategy for generating ideas and planning.
- K/12 Analyzes and evaluates the effectiveness of Multiple Intelligence unmet needs to meet in constructive ways.
- K/12 Studies and learns the principles of different management skills.
- K/12 Uses at least one strategy for generating ideas and planning diversity.
- K/12 Chooses mentor guide for new behavior choices and purpose
- K/12 Revises MI diversity by adding, deleting, substituting needs, desires, wishes, values.
- K/12 Organizes and encourages mentor needs, desires, wishes, values
- K/12 Taking responsibility for our innovation.
- K/12 Demonstrates understanding of different purposes for mentor guides counseling others.
- K/12 Expands knowledge of and learn from each other in different belief systems, genres and forms.
- K/12 Produces mentoring strategies over time.
- K/12 Selects engaging diversity expression and mentor topic, adds details, and elaborates.

K/12 Energizes teachers with creative, hands-on tools for immediate success to improve collaboration

Required Course Materials

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules.

Text:

Team Smart Sq: Redefining What It Means to Be Smart, Dr. Ardys Reverman (Friendly Universe Press, 2001) ISBN-10: 0962538515; ISBN-13: 978-0962538513

A Whole New Mind: Why Right Brainers Will Rule the Future, Daniel H. Pink (Riverhead Books 2006) ISBN-10: 1594481717; ISBN-13: 978-1594481710

5 Minds for the Future, Howard Gardner (Harvard Business Press 2008) ISBN-10: 1591399122; ISBN-13: 978-1591399124

Building Engaged Schools - Getting The Most Out Of America's Classrooms, Gary Gordon (The Gallup Organization 2006) ISBN-10: 1595620109; ISBN-13: 978-1595620101

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
You must complete all course videos, quizzes and assignments.
See Assignment on page 5, assignments are subject to revisions.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 80% on each quiz, receive a score of at least 80% on all required assignments and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact us through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background

as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific . Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

Assignments

Assignments are subject to revisions.

1-Credit Assignment

Read the 24-page [FAQs](#) answered personally by Howard Gardner on his website, www.howardgardner.com about his Theory of Multiple Intelligences.

Create an account on CAST Universal Design for Learning Lesson Builder (FREE): <http://lessonbuilder.cast.org/register.php>

You can create your lesson online through <http://lessonbuilder.cast.org> or use [CAST's Microsoft Word lesson template](#).

Create an instructional lesson for a specific grade level for a specific theme example: 4th Grade - Social Studies - The Oregon Trail). Choose a grade level and topic that is most relevant for you.

Create a lesson that includes learning activities and assessments that are associated with each of the multiple intelligences:

- Verbal-linguistic: the intelligence of words
- Logical-mathematical: the intelligence of numbers and reasoning
- Visual-spatial: the intelligence of pictures and images
- Musical: the intelligence of tone, rhythm, and timbre
- Kinesthetic- bodily: the intelligence of the whole body and the hand Interpersonal: the intelligence of social understanding
- Intrapersonal: the intelligence of self-knowledge
- Naturalistic: the intelligence of the natural world (plants, animals, chemicals, environment, biology, anatomy, earth science, etc.)
- Use the attached [rubric](#) to evaluate and self-assess the lesson plan that you created.

Because your lesson plan will address each of the eight multiple intelligences, it will not be feasible to complete all the activities in just one class period.

2-Credit Assignment

Assignment #1

Read the 24-page [FAQs](#) answered personally by Howard Gardner on his website, www.howardgardner.com about his Theory of Multiple Intelligences.

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- Naturalistic: the intelligence of the natural world (plants, animals, chemicals, environment, biology, anatomy, earth science, etc.)
- Use the attached [rubric](#) to evaluate and self-assess the lesson plan that you created.

Because your lesson plan will address each of the eight multiple intelligences, it will not be feasible to complete all the activities in just one class period.

Assignment #2

Visit the website: MI Oasis - The Opinions, Questions, and Concerns of Howard Gardner and Other MI Experts: <http://multipleintelligencesoasis.org/>

Choose three of the many articles or videos related to multiple intelligences and, after reading them, review them in

this form: https://docs.google.com/forms/d/e/1FAIpQLSezxnvx52Ugu2CYKMXBCqYWyyMSYImFcRlxHyx1-Da7PeXdyQ/viewform?usp=sf_link

4-Credit Assignment

Read and critique four additional Building Engaged Classrooms: participants will develop a 200-400 word Managing Innovation presentation for an individual or a group. Use your signature theme and personal learning style to help you understand different perspective and expectations. Identify problem-solving activities in the unit and estimate the dates to undertake and apply the Innovation strategies. Sample and hours required activities should include a new curriculum unit, starting a school program or giving a workshop for colleagues or parents.

Students will organize research materials and books for use in the classroom, creating multiple intelligence. Dynamic Diversity will design multiple intelligence exemplars to be used in learning stations. Students will also review a professional article from a current publication on the subject of creating multiple intelligence diversity. A Unit Lesson Plan creating multiple intelligence while managing innovation; mastery, involved, reasoning, and synthesis.

You will review a professional article in a current publication on the subject of Building Engaged Classrooms and design a multiple intelligence Unit Lesson Plan in each of the Sensory Modes Think-Look-Talk-Feel.