

Learner Diversity Survey

- Syllabi were obtained for courses in Arts and Sciences (AURs) and School of Education (Special Education and Education)
- Rubric Scoring
 - 0 = no evidence of indicator
 - 1 = some reference to indicator
 - 2 = indicator clearly stated in syllabus

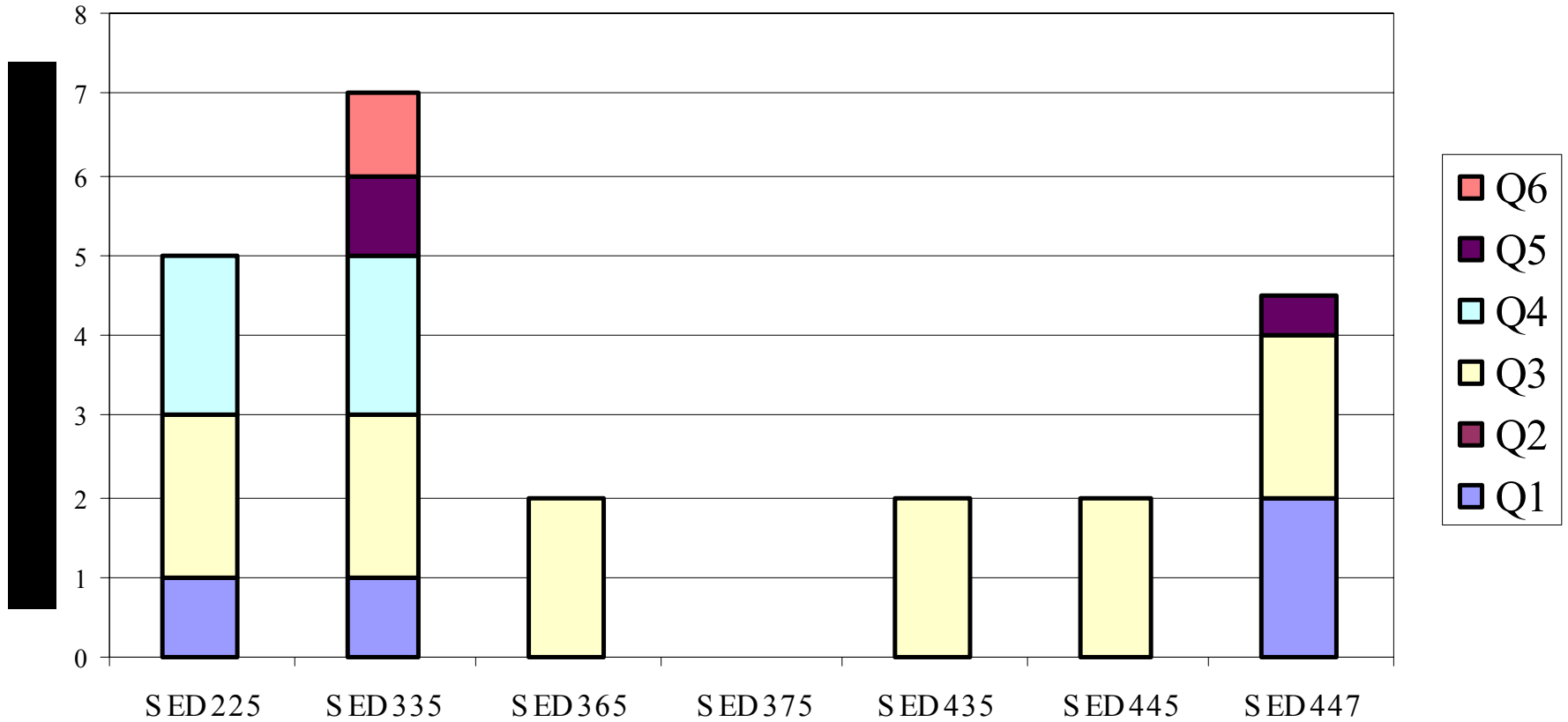
Learner Diversity Rubric

- 1. The syllabus reflects the instructor's acceptance of diverse learners
- 2. The syllabus reflects accommodations that are made for learners with exceptional needs
- 3. The syllabus reflects the mode(s) through which information is presented.

Learner Diversity Rubric

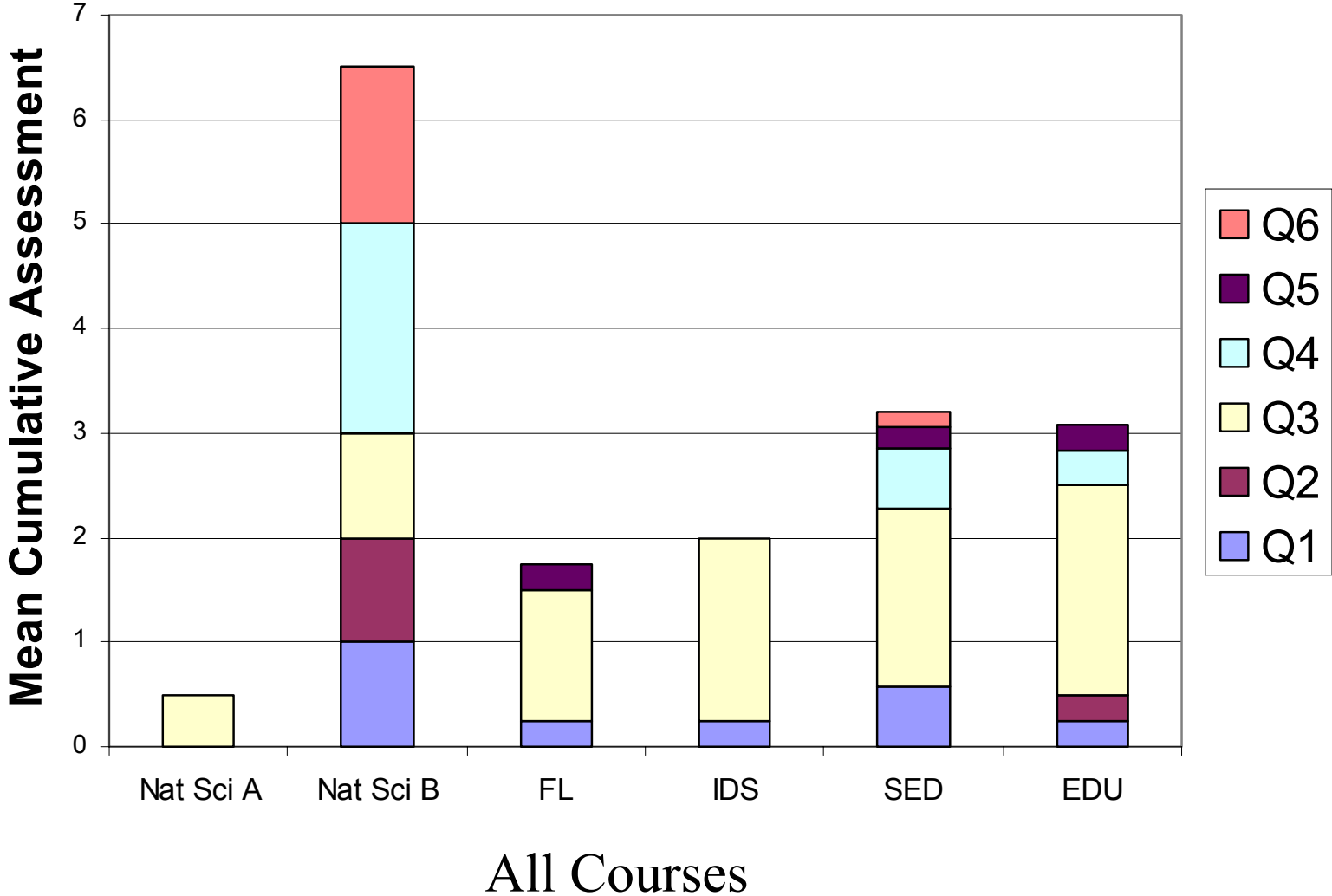
- 4. The syllabus reflects the instructor's desire and/or need to know about learners' unique needs in a timely manner.
- 5. The syllabus reflects that various resources are available to assist learners with diverse needs.
- 6. The syllabus reflects additional help for students who are having difficulty in the course

Learner Diversity Survey Results

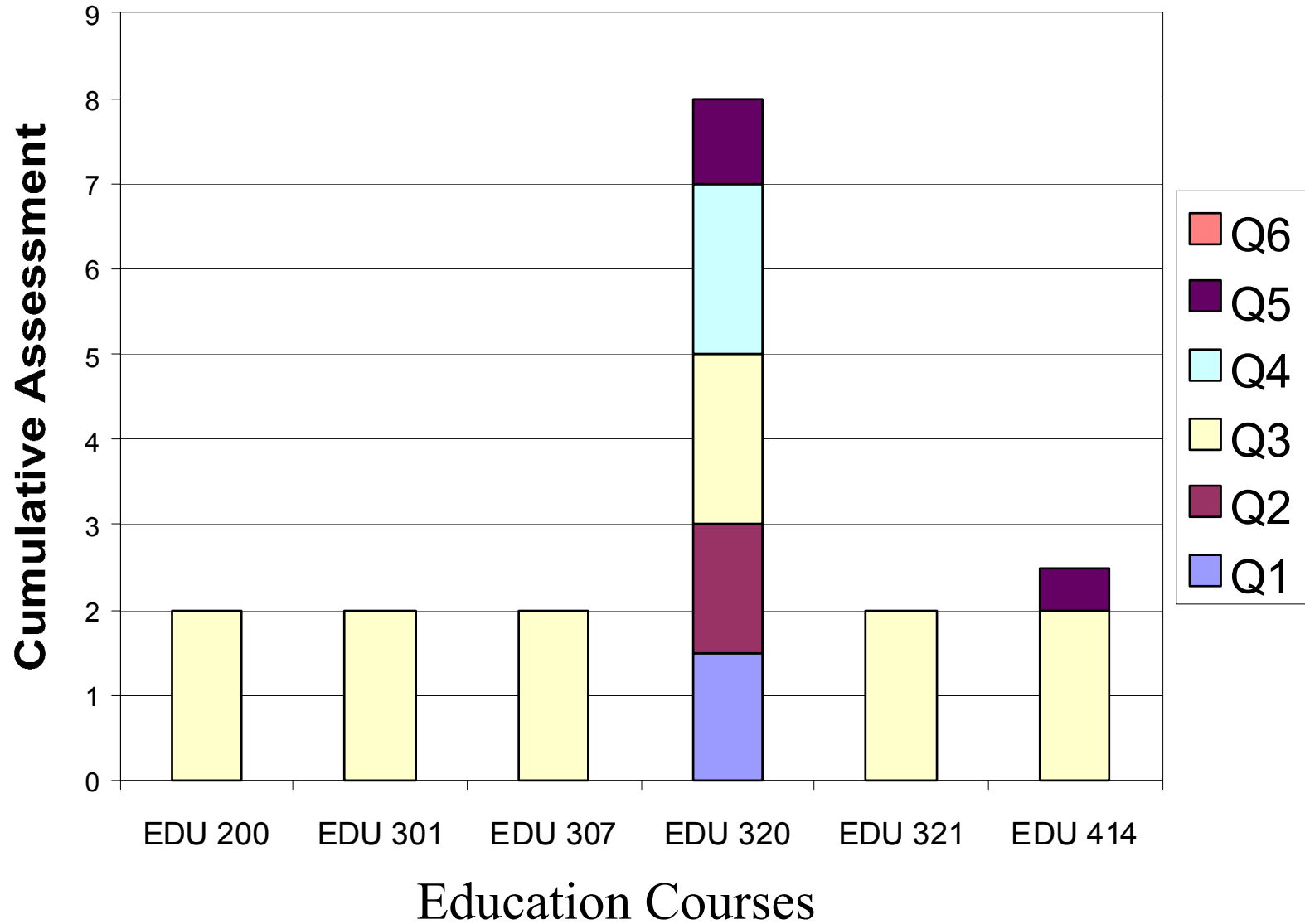


Special Education Courses

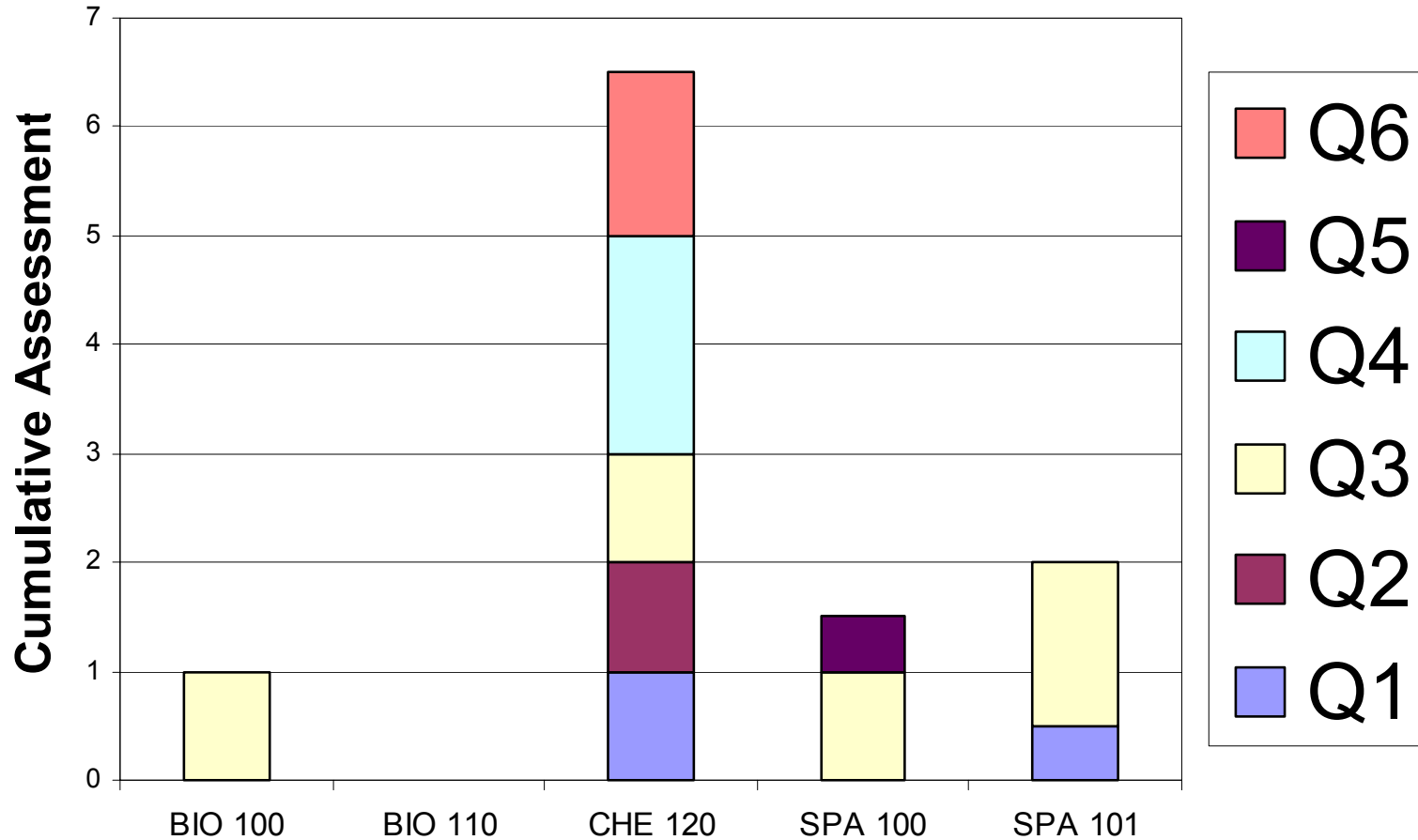
Learner Diversity Survey Results



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Learner Diversity Survey Results



All University Requirements

Diversity Survey Summary

- 10% have a standard statement regarding disability modifications
- 20% indicate additional resources for learners
- 25% indicate additional help for learners
- 90% indicate modes of learning

Diversity Survey Summary

Few course syllabi adequately address the needs of diverse learners

Of the 18 syllabi examined, only 1 achieved a score of 75%

Deficiencies were noted in course syllabi in Special Education courses