

# DIFFERENTIATED INSTRUCTION (DI)

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**DI 509 Application of Differentiated Instruction in Gifted Education 3 credits**

This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.

**DI 515 Family Systems for Educators 3 credits**

Best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

**DI 532 Collaboration in Inclusive Settings 3 credits**

A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings. Areas of focus include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy, and home-school communication.

**DI 534 Teaching Students with Mental Health Needs 3 credits**

A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.

**DI 536 Inclusion: Effective Practices for All Students 3 credits**

Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

**DI 538 Differentiating Instruction Across Content 3 credits**

This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

**DI 594 Effective Practices in Differentiated Instruction 3 credits**

An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.