

Course Outcomes That Support The Development of
Diversity Knowledge, Skills And Dispositions

Course	Diversity Outcomes	Program
ED 101 Exploring Teaching	To analyze personal strengths/weaknesses, personality traits, values, motivations, and attitudes through reflection, disposition reflection, field experiences, observation reports, and reflective teaching lesson.	All UG Programs
ED 201 Computers and Technology in Education	Use knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Model digital-age work and learning teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Promote and model digital citizenship and responsibility teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.	All UG Programs
ED 231 Organizing for Learning	Demonstrate the ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline and maintain a positive learning climate that is clear, respectful of all student needs, and culturally responsive. Demonstrate the ability to effectively communicate and collaborate with colleagues, administrators, parents and community groups/agencies to support optimum learning and wellbeing for all students. Recognize and plan for classroom interaction and organizational patterns that ensure optimal learning experiences for all students.	PreK-3 Early Childhood; PreK-6 Elementary Education
ED 232 Learning, Motivation and Assessment (PreK-6)	Practice communication skills necessary for caring and effective interactions with peers, students, parents, administrators, and supervisors. Design instructional objectives, lesson plans, and assessments to demonstrate knowledge of effective teaching practices that meet the needs of PreK-6 learners at different stages of development, abilities, and achievement. Develop authentic formal and informal assessments that reflect an understanding of individual differences and developmental progress of PreK-6 students, plan and modify instruction, and record student progress.	PreK-3 Early Childhood; PreK-6 Elementary Education
ED 251 Learning, Motivation and Assessment (6-12)	Practice communication skills necessary for caring and effective interactions with peers, students, parents, administrators, and supervisors. Design instructional objectives, lesson plans, and assessments to demonstrate knowledge of effective teaching practices that meet the needs of middle/secondary learners at different stages of development, abilities, and achievement.	6-12: Secondary

	Develop authentic formal and informal assessments that reflect an understanding of individual differences and developmental progress of middle/secondary students, plan and modify instruction, and record student progress.	
ED 301 Needs of Diverse Learners	Demonstrate knowledge of the foundation for educating students with disabilities including: a) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice and gifted education. b) Characteristics of children and youth with disabilities and other developmental issues (e.g. giftedness, ADHD, etc.) relative to age varying levels of severity, and developmental differences manifested in cognitive, linguistic, cultural/religious, socioeconomic, physical, psychomotor, social, or emotional areas. c) The dynamic influence of the family system and cultural/environmental (e.g. racial, socioeconomic, religious) milieu and related issues pertinent to the education of students with disabilities, including the rights and responsibilities of students, families and school personnel. d) Understanding of the contribution of culturally diverse groups and the impact of differences in values, languages, and customs that can exist between the home and school. e) Understanding of ethical issues and the practice of accepted standards or professional behavior. Demonstrate knowledge of the Learning Environments for educating students with disabilities including: a) Understanding of the demands of learning environments including, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. b) Demonstration of entry level knowledge of strategies for preparing individuals to live harmoniously, and productively, allowing individuals to retain and appreciate their own and each other's respective language and cultural heritage in a culturally diverse world. Demonstrate knowledge and understanding of the definitions, theories, characteristics, etiology and learning and behavioral support needs of students accessing the general curriculum with specific Learning Disabilities, Emotional disturbance; Mental retardation; Developmental delay; Autism; Other health impaired; Traumatic brain injury; and Multiple disabilities. These include: specific age-span/developmental issues; cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking; levels of severity; language development; cultural/ethnic, religious, and socioeconomic factors, social/emotional/behavioral aspects	PreK-3 Early Childhood; PreK-6 Elementary Education 6-12: Secondary PreK-12: All Grade

	including social imperceptiveness, delinquency, and personal control attributes; and medical aspects including medication, nutrition, genetics, and neurology effect on individuals life and self-determination.	
ED 321 Management and Organization in Early/Primary Education	Acquire skill in planning and scheduling developmentally appropriate learning experiences for young children, which facilitate learning in all curriculum areas. Examine the criteria for selecting appropriate material and equipment to provide a safe, healthy learning environment for each child. Examine the issues in meeting the individual needs of all young children, including children from a variety of ethnic backgrounds and those with disabilities and special abilities. Gain understanding in the need to communicate and collaborate with parents and professional colleagues to gain a broader knowledge of the child and the family context.	PreK-3 Early Childhood; PreK-6 Elementary Education
ED 331, 332, 333 Curriculum Block: Math, Science, and Social Studies in the Elementary School	Demonstrate strategies for creating classroom environments that foster learning by all students of mathematics in the elementary grades. Demonstrate the ability to observe, identify, and analyze errors and learning difficulties related to mathematics, and make appropriate adaptations to meet the individual needs of all learners. Demonstrate knowledge of effective lesson planning, teaching practices, and assessment measures for teaching science to <i>all</i> students in the elementary grades. Articulate reasons why we teach social studies, including the big picture of related life-long outcomes such as an avenue for affecting positive change and as an effective arena for multicultural education.	PreK-3 Early Childhood; PreK-6 Elementary Education
ED 341, 342, 343 Literacy Block: Language Arts, Diagnostic Reading, and Content Area Reading and Writing	Understand how children learn to read and write by examining the psychological, social/cultural and linguistic components of these processes. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects. Use assessment data to plan and implement differentiated instruction and flexible groupings to meet the specific needs of readers and writers at various stages of development, abilities, and achievement. Understand how children learn to read and write by examining the psychological, social/cultural and linguistic components of these processes.	PreK-3 Early Childhood; PreK-6 Elementary Education
ED 351 General Curriculum and Methods For Middle and Secondary Teaching	Analyze a variety of instructional and technological strategies for differentiated instruction.	6-12: Secondary; PreK-12: All Grade
ED 371	Demonstrate the ability to design lessons fostering	6-12:

Methods for Middle and Secondary Teaching: Biology	understanding of and respect for diverse cultures.	Secondary
ED 373 Special Methods for Middle and Secondary Teaching: English	Articulate the history and philosophy of English language arts education as it has developed throughout the 20th century, and reformed into the 21st century including attention to connections between literacy, identity, social justice and culturally relevant pedagogy.	6-12: Secondary
ED 374 Special Methods for Middle and Secondary Teaching: History and Social Science	Demonstrate the ability to design lessons fostering understanding of and respect for diverse cultures.	6-12: Secondary
ED 375 Special Methods for Middle & Secondary Teaching: Mathematics	Acquire knowledge & appreciation of the historical development of mathematics including the contributions of diverse individuals, groups and cultures, and how this development relates to current curriculum studies and trends in the mathematical profession. Select appropriate mathematical tasks to stimulate students of all abilities and backgrounds to develop mathematical concepts and skills, including effective implementation of mathematical representations.	6-12: Secondary
ED 381 Reading and Writing Across the Curriculum	Explore the nature of literacy development with particular attention to physiological and psychological factors as well as the sociocultural context. Employ study skills strategies to enhance both literacy development and content knowledge for a differentiated classroom.	6-12: Secondary; PreK-12: All Grade
ED 391 Middle School Curriculum and Organization	Create and maintain a developmentally and culturally responsive program and learning environment.	6-12: Secondary and some PreK-12: All Grade
ED 401 Examining Foundations of Education	To analyze school policies and practices in relation to the economic, political, social, and cultural forces that shape, and are in turn shaped by them. To investigate cultures different from your own and evaluate curriculum and experiences within the American educational system that informs your ability as a professional to value fairness and learning by all students.	PreK-3 Early Childhood; PreK-6 Elementary Education; 6-12: Secondary and some PreK-12: All Grade
EDS 301	Demonstrate knowledge of the foundation for educating	K-12:

Introduction to Exceptionalities	students with disabilities including: • Characteristics of children and youth with disabilities and other developmental issues (e.g. giftedness, ADHD, etc.) relative to age varying levels of severity, and developmental differences manifested in cognitive, linguistic, cultural/religious, socioeconomic, physical, psychomotor, social, or emotional areas. • The dynamic influence of the family system and cultural/environmental (e.g. racial, socioeconomic, religious) milieu and related issues pertinent to the education of students with disabilities, including the rights and responsibilities of students, families and school personnel. • Understanding of the contribution of culturally diverse groups and the impact of differences in values, languages, and customs that can exist between the home and school. Demonstrate knowledge of the Learning Environments for educating students with disabilities including: • Understanding of the demands of learning environments including, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. • Demonstration of entry level knowledge of strategies for preparing individuals to live harmoniously, and productively, allowing individuals to retain and appreciate their own and each other's respective language and cultural heritage in a culturally diverse world. Demonstrate knowledge and understanding of the definitions, theories, characteristics, etiology and learning and behavioral support needs of students accessing the general curriculum with specific Learning Disabilities, Emotional disturbance; Mental retardation; Developmental delay; Autism; Other health impaired; Traumatic brain injury; and Multiple disabilities. These include cultural/ethnic, religious, and socioeconomic factors.	Special Education
EDS 331 Individualized Instruction in the Content Areas for Students with Exceptionalities	Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum, including characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Organize a learning environment that supports positive intra- and inter-cultural experiences and that provides for the impact of cultural and linguistic differences in a way that enhances learning.	K-12: Special Education
EDS 332 Adapting Curriculum for	Demonstrate knowledge of professional practice foundations for educating students with disabilities, including influence of the family system, culture and environment.	K-12: Special Education

Students with Exceptionalities	Demonstrate knowledge of the characteristics and development of learners and the impact of individual learning differences in students with disabilities, including differing ways of learning among individuals with exceptional learning needs including those from culturally diverse backgrounds, as well as strategies for addressing those learning differences.	
EDS 371 Evaluation & Planning	Demonstrate an understanding of the use of assessment information in making instructional decisions and for making eligibility, program, and placement decisions for students with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds	K-12: Special Education
EDS 381 Special Education Professional Field Experience	Analyze the interactive relationships among learners, teachers and social/educational contexts, including the impact of language and cultural diversity on learning. Recognize assessment strategies selected for special needs students, including those with cultural/linguistic diversity.	K-12: Special Education
EDS 401 Supporting Positive Classroom Behavior	The student will demonstrate understanding and be able to apply mediation for the controversial intercultural issues among students within the learning environments in ways that enhance any culture, group, or person	K-12: Special Education
PE 301 Adapted Physical Education	Demonstrate knowledge of federal and state professional mandates and their implications for teaching adapted physical education. Students are expected to learn how to make decisions about children's placement and to comply with requirements such as the Least Restrictive Environment, and IEP procedures. Shape one's personal philosophy of physical education with respect to children of disability who will be present in the classes one teaches. Learning to exercise the skills of a professional including being punctual, taking initiative, being helpful, showing compassion, and individualizing instruction for children of disability.	PreK-12: All Grade-Health and Physical Education
PE 402 Middle and Secondary Physical Education	Develop a personal classroom management plan based upon the principles of effective management principles that promotes equitable and meaningful learning in physical activity settings for all students.	PreK-12: All Grade-Health and Physical Education
MUED 341 Elementary School Music	Students will demonstrate the ability to prepare written lesson plans and a cohesive teaching unit that include effective inquiry strategies, assessments, use of technology, accommodations for students of diverse needs, and connections to the National Standards and VA SOL's.	PreK-12: All Grade-Music
MUED 342 Secondary School Music	Expand (or begin) a personal philosophy of music education to include a global approach to music education, additional methods for teaching diverse learners, and the role of performance groups in music education.	PreK-12: All Grade-Music
LIT 330	Articulate ways to use children's literature to promote	PreK-3 Early

Literature for Children	multicultural understanding and positive human relationships.	Childhood; PreK-6 Elementary Education
LIT 340 Adolescent & Young Adult Literature	Critique an author's use of literary qualities (i.e. plot, characters, setting, theme, point of view, style, etc.) to determine the effectiveness of a literary work to reach at-risk readers. Identify adolescent/young adult selections, which represent a diverse American society.	6-12: Secondary-English