

	Program Student Learning Outcomes	Design lesson plans, strategies, and assessments that promotes high quality instruction.	Create and design safe and productive classroom environments that embrace diverse learning abilities and cultures.	Demonstrate critical thinking about teaching and learning theories and practices.	Modify instruction, curriculum, and assessments to meet the needs of all learners.	Cultivate and identify collaborative partnerships with families, caregivers, community members and local organizations.	Develop the capacity to reflect on and improve the practice of teaching.		
Course Abbrevia	Course Level Learning Competencies								
EDU 101	Utilize and develop writing skills to demonstrate inquiry and reflective practice that examines the history, systems, theories and issues in education.	I						Information Literacy	
	Critically examine teaching practices and explore the implementation of learning theories in the classroom instruction.			I				Quantitative Reasoning	
	Develop the knowledge and practice of creating lesson plans that includes clear objectives, standards, assessments, and differentiated teaching strategies to meet the diverse students in the classroom.	I						Public Presentation	
	Develop a structure for creating safe and collaborative learning classrooms that values diversity and motivates students to take academic risks.		I	I				Global Awareness	
	Develop and compose a philosophy of teaching that draws upon a knowledge and understanding of learning theories, educational practices, standards based instruction and assessment.			I				Written Communication	
	Develop professional inquiry and the knowledge and skills necessary to create a thesis for research paper on an educational topic that is accurate and supports the appropriate content						I	Science & Technology	
	Examine the relationship between society and the schools, to optimize the understanding of programs in urban, suburban and rural schools that serve diverse student learners, teachers and families.						I		
EDU 102	Identify main points of Federal laws (IDEA, NCLB, IDEA, Section 504 Accommodations and the American with Disabilities Act), while comparing and contrasting the emphasis in each law, and analyze laws' impact on classroom instruction						I		
	Identify the disability categories, the characteristics, and the implications in specific school environments.		I						
	Develop and identify the legal, ethical and historical reasons for educating students in the Least Restrictive Environment.		I						
	Identify and outline the Individualized Education Plan(IEP) team process from referral to placement, including eligibility requirements, team member responsibility, assessment, and the team meeting.	I							
	Develop structures for accommodations for students in the disability categories.					I			
	Develop lesson plans that incorporate strategies for integrating students with disabilities into general education classes.					I			
EDU104	Develop strategies for communicating and involving parents and family members in the special education process.					R			
	Develop lesson plans (K-12)that integrate the specific skills and strategies that utilize technology to target Common Core State Standards and assessments.	R				I			
	Analyze media literacy skills that support student learners in developing skills to evaluate various sources of information and media sources.			R				R	
	Develop a collaborative learning classroom environment that implements technology as a tool to prepare student with skills and knowledge for future career pathways as part of the learning process.		R						
	Demonstrate and model digital citizenship and responsibility for the use of technology.			I					
	Develop instructional lesson designs and learning experiences that blend the tools of technology with authentic and meaningful learning experiences that target CCSS.	I							
EDU 202	Develop a working knowledge of the technology tools, software and hardware that can support the diverse learners in the classroom.				I				
	Examine assessments that utilize technology and inform opportunities to modify instruction. Analyze data to meet the needs of all learners.	R							
	Analyze literacy theoretical models for teaching reading and writing. Identify the constructs of phonological processing, phonics, syllabication, advanced decoding, fluency and comprehension.	R		I					
	Define, classify, and demonstrate classroom implications of specific theories in literacy. Identify metacognitive thinking strategies that support comprehension in all genres.							R	
	Design and plan lesson plans and instructional practices that develop independent, strategic, motivated readers and writers. Incorporate the Common Core State Standards (CCSS) in planning instruction and assessment.	R							
EDU 202	Compare and contrast theoretical models for reading and writing that includes assessments of foundational literacy skills and develops interventions for student learners.	I		R	R				
	Analyze individual literacy assessments in reading and writing to support instruction that targets diverse learners in the classroom				R				

	Analyze and interpret historical, philosophical, economic, legal and sociocultural foundations of multicultural education.						
	Analyze how social structures of race, class, gender, disability and sexual orientations work to create relations that privilege and deny opportunities.						
	Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. Analyze, compare and contrast demographic data from local school districts. Apply the theories, frameworks and research on multicultural education to classroom and schools.						
	Develop lesson plans that integrate ethnic/cultural content in teaching across the curriculum K-12.	R			R		
EDU 203	Identify curriculum, lessons and instructional practices that support culturally relevant teaching.		R				
	Describe and develop culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching and learning.						R
	Reflect and evaluate authors' differing points of view as students examine issues of culture, power, authority, privilege equity and democracy that exists in schools.						R
	Examine student achievement data as it relates to diversity identities. Determine factors that produce educational opportunity gaps.		R	R			
	Evaluate one's own cultural assumptions, beliefs and values and how it influences teaching/learning process.						R

