

## EDUCATION (UNDERGRADUATE)

Clusters	EDUC 100 (2006)	EDUC 200 (2006)	EDUC 201 (2006)	EDUC 202 (2006)	EDUC 300 (2006)
One: Expectations of Whole Child			<ul style="list-style-type: none"> <li>• Issues of gender, homelessness</li> <li>• Chars. of diverse learners</li> <li>• Home schooling</li> <li>• Gifted &amp; talented</li> <li>• Special Ed. Legislation and issues</li> <li>• Language issues</li> <li>• Professionalism</li> <li>• Segregation/integration</li> <li>• School choice</li> <li>• Multiple intelligences</li> </ul>	<ul style="list-style-type: none"> <li>• Human growth and development</li> <li>• Learning process</li> <li>• Exceptionalities/appreciation of differences</li> <li>• Opinion that all children can learn</li> <li>• Gender differences</li> </ul>	
Two: Cultural Analysis					
Three: Connections/ Communications	<ul style="list-style-type: none"> <li>• Influence of community/parents on teaching and learning</li> </ul>		<ul style="list-style-type: none"> <li>• Assistive technology</li> </ul>		
Four: Assessment					
Five: Strategies					<ul style="list-style-type: none"> <li>• Linking assessment to instruction (?)</li> </ul>
Six: Special Teaching Strategies		<ul style="list-style-type: none"> <li>• Inclusion of exceptional learner needs within the lesson plan</li> <li>• Use universal lesson planning (?)</li> </ul>			<ul style="list-style-type: none"> <li>• Cooperative learning (?)</li> <li>• Special education referral process</li> <li>• Meeting the needs of diverse learners</li> </ul>

	EDUC 346/477/448 (2006)	EDUC 376 (2006)	EDUC 403 (2006)	EDUC 405 (2006)	EDUC 445/545 (2006)
One: Expectations of Whole Child	<ul style="list-style-type: none"> <li>Articulate his/her personal philosophy of special education</li> <li>Demonstrate belief that all children can learn</li> <li>Make students feel valued for their potential and help value each other</li> </ul>	<ul style="list-style-type: none"> <li>Conditions that affect children's development</li> <li>Identify characteristics of children with exceptionalities</li> <li>Variations in beliefs, traditions, and values across cultures and effect on children, family, schools</li> </ul>	<ul style="list-style-type: none"> <li>Use student strengths</li> <li>Commit to use assessment to identify students' strengths</li> <li>Establish and maintain an equitable classroom</li> </ul>	<ul style="list-style-type: none"> <li>Ability to reflect on own personal effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of middle school learners</li> <li>Knowledge of current socio-cultural factors that impact on middle school learners</li> </ul>
Two: Cultural Analysis		<ul style="list-style-type: none"> <li>Respect students with different personal and family backgrounds as well as different talents, skills, interests</li> </ul>	<ul style="list-style-type: none"> <li>Solicit and use information about students' experiences, behavior, and progress from parents, colleagues, and students</li> <li>Create a learning community</li> <li>Value learning from learning and support</li> </ul>		
Three: Connections/ Communications				<ul style="list-style-type: none"> <li>Ability to participate in collegial activities</li> <li>Ability to communicate with others</li> <li>Collaborate and foster relationships with school colleagues and agencies in wider community</li> </ul>	
Four: Assessment		<ul style="list-style-type: none"> <li>Assessing appropriate services and technology to meet needs of learners</li> <li>Assessment products for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal assessment</li> <li>Appropriate use of assessment</li> <li>Maintain student records and communicate progress</li> <li>Assess individual and group performances to design instruction for diverse learners</li> <li>Use a variety of strategies to assess student thinking and prior knowledge</li> <li>Value assessment</li> </ul>		

Five: Strategies		<ul style="list-style-type: none"> <li>Plan tasks and activities for diverse students</li> </ul>	<ul style="list-style-type: none"> <li>Appropriateness of management approaches to diverse learners/clients and situations</li> <li>Use technology for a variety of students</li> <li>Use technology for a variety of students</li> <li>Use teaching strategies sensitive to multiple experiences of learners</li> <li>Organize resources to provide active and equitable engagement of students</li> </ul>		
Six: Special Teaching Strategies	<p>447: Disposition to use technology to address differences in student learning and performance</p> <p>448: Disposition to use technology to address differences in student learning and performance</p>	<ul style="list-style-type: none"> <li>Rights and responsibilities of parents, teachers, schools as related to learners with exceptional needs</li> <li>Due process</li> <li>Identifying exceptional learners</li> <li>Process of second language acquisition in and support for ELL</li> </ul>			<ul style="list-style-type: none"> <li>Modify a lesson in your content area that reflects characteristics of middle school learners</li> </ul>