

Table of Diversity Components in Courses Newberry College

Course	Student Learning Outcomes Related to Diversity	Assessment
EDU224	<p>Construct, demonstrate, and apply knowledge of important concepts in educational history, philosophy, finance, governance, and the law</p> <p>Engage in reflection and examination of your motivations for selecting teaching as a profession and the responsibilities involved in that choice</p> <p>Develop an emerging Philosophy of Education. (Envision specifically the kind of teacher you want to become and connect that to class learning.)</p> <p>Prepare for a successful job search and first years of classroom practice through preparation of important documents, engagement in public speaking, and participation in the Future Educators' Association (FEA)</p> <p>Become familiar with and cultivate the Professional Dispositions for Teaching set out by the Newberry College Department of Education. (PLO #6)</p>	<p>Mid-Term and Final Exams , Chapter quizzes, History of Ed Presentation</p> <p>Email of Introduction, Cover Letter & Resume, Dispositions Self-Assessment</p> <p>Philosophy of Education Essay, Mid-Term and Final Exams</p> <p>Email of Introduction, Cover Letter & Resume, History of Ed Presentation, FEA Attendance</p> <p>Dispositions Self-Assessment</p>
EDU230	<p>Understand how the environment (cultural, community, physical, social, etc.) affects and interacts with an individual's growth and development</p> <p>Gain insight into their own growth and development and implications for career path</p>	<p>Developmental Photo Journal</p> <p>Myers-Briggs Assessment and Reflection Paper</p>
EDU232	<p>Recognize culturally competent teaching and work towards becoming culturally competent teachers</p> <p>Differentiate between individual differences (culture, learning styles, achievement, gender, social class, exceptionality, and giftedness) and recognize their impact on teaching and learning</p> <p>Determine appropriate accommodations for various learning styles, intelligences, and exceptionalities</p>	<p>Exam(s), Esme' Paper, Reflection Paper, Disposition Paper</p> <p>Exam(s), Culture Discussion, Disposition Paper</p> <p>Exam(s), Class Participation</p>

	<p>Differentiate learning by modifying lesson plans to accommodate all diverse learners</p> <p>Examine the similarities and differences among and between individuals from different cultural groups</p>	<p>Exam(s), Class Participation</p> <p>Culture Discussion, Esme' Paper</p>
EDU300	Design an instructionally defensible grading system	Grading System
EDU341	Create a multifaceted classroom management plan	Management Plan, Rubric
EDU342	Plan and construct lessons and units that engage all learners	Lesson plans
EDU382	Design, manage, and facilitate learning experiences using technology that affirm diversity and provide equitable access to resources	Portfolio of completed unit with effective and efficient use of various technologies used for instruction and assessment
EDU455	Respond to linguistic and cultural differences in the classroom by scaffolding instruction in the use of vocabulary and comprehension strategies and by creating classroom environments that encourage talking, writing, listening, viewing, and working together	Database of text and electronic resources
EDU483	Create a Portfolio demonstrating competence in the Conceptual Framework Principles	Portfolio Rubric score by two or more readers
ECE233	Identify and use a variety of developmentally appropriate assessment genres to document social, emotional, physical, cognitive, and language development	
ECE251	Review current research on diverse cultures and identify common and differentiated concerns	Research Paper that Compares and Contrasts Two Diverse Cultures
ECE252	<p>Distinguish between the stages of literacy development in young children – early, emergent, and conventional</p> <p>Plan appropriate literacy experiences for children at each stage of literacy development, with adaptations for all children</p> <p>Design developmentally appropriate, culturally sensitive learning environments for all children, including English as a Second Language children, that promote language and communication development</p>	
ECE352	Analyze direct instruction and developmentally appropriate approaches to reading instruction for young children	Research Paper
ECE437	<p>Investigate teaching methods using themes, curriculum units and inquiry-based learning</p> <p>Examine each subject areas to connect integration with family and home activities</p>	<p>Formative-assignments and class activities</p> <p>Lesson Plan rubric</p>

	Create a list of Children's Literature books with activities to integrate the curriculum	Rubric
ECE438	<p>Identify a variety of instruction strategies (activities) for teaching social studies which are appropriate for elementary students from diverse backgrounds and with varying needs, interests, and learning styles</p> <p>Plan a thematic unit which aligns with national and state social studies standards and incorporates resources and activities that promote active student involvement. Unit must include attention to: critical thinking processes, multicultural perspectives, concept development, integration with other subjects</p> <p>Develop a philosophy for teaching social studies</p>	<p>Show and Tell Share, Family Artifact Lesson Starter, SS Strategy Lesson, Literacy Lesson Plan</p> <p>Unit Plan Rubric</p> <p>SS Philosophy Statement</p>
ECE439	Demonstrate appropriate individual child assessment methods in math and science learning	Assessment Project
ELE221	<p>Identify Literature genres</p> <p>Develop a Literature-based curriculum</p>	<p>Electronic file, Review of Literature, books, Test</p> <p>Integrating Literature into the curriculum</p>
ELE353	<p>Connect writing with reading; motivate students to become readers and writers; provide access and time for plentiful reading; facilitate the emerging literacy of beginning readers and writers; manage the classroom so that scaffolding of student literacy learning occurs; adapt instruction for all types of learners; develop "new literacies" for students so that they are able to successfully navigate technological resources, and make connections with caregivers and parents</p> <p>Teach students from diverse backgrounds and how to adapt literacy instruction for all children</p>	<p>Strategic Response Paper</p> <p>Double Entry Journal</p>
ELE448	<p>Identify a variety of instruction strategies (activities) for teaching social studies which are appropriate for elementary students from diverse backgrounds and with varying needs, interests, and learning styles</p> <p>Plan a thematic unit which aligns with national and state social studies standards and incorporates resources and activities that promote active student involvement. Unit must include attention to: critical thinking processes, multicultural perspectives, concept development, integration with other subjects</p>	<p>Show and Tell Share, Family Artifact Lesson Starter, SS Strategy Lesson, Literacy Lesson Plan</p> <p>Unit Plan</p>

	Develop a philosophy for teaching social studies	SS Philosophy Statement
ELE449	Plan and implement research-based experiences in math and science for children Demonstrate appropriate individual child assessment methods in math and science learning.	Lesson Plans, Unit Plan, Journal Club Assessment Project
EMD335	Understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools,	Portfolio
EMD438	Demonstrate effective use of modifications and accommodations for diverse learners	Resource Unit Plan & Field Experience and Teaching
EMD439	Complete lesson plans that include tiered assignments and lesson plans that address learning styles and multiple intelligences	Lesson Plan Rubric
MAT336	Complete lesson plans that include tiered assignments and lesson plans that address learning styles and multiple intelligences	Lesson Plan Rubric
MUS370	Develop classroom teaching strategies, using various devices, such as singing, playing, moving, creating, and listening, that will elicit a creative and discovery-based response from children	
MUS470	Discuss and evaluate issues, problems, and situations one may encounter in the public school setting	
MUS471	Describe a philosophy of music education compatible with current trends and practices of public schools and with the student's own research of various philosophies	
MUS472	Develop an awareness of musical diversity as human expression	
PHE440	Recognize differences inherent among individuals and cultures and adapt subject matter and instructional techniques to provide for the interests and needs of all learners	Field experience observation of candidate teaching.
SCI321	Demonstrate effective use of modifications and accommodations for diverse learners	Field experience and teaching
SSC335	Demonstrate effective use of modifications and accommodations for diverse learners	Resource Unit Plan & Field Experience and Teaching