Diversity Courses’ Learning Objectives

All students must take ED 307: Multicultural Foundations of Education and EDC 301: Teaching the Exceptional Child. These courses meet many of the primary diversity objectives for the program.

Students completing ED 307 will be able to:

1. Understand the sociopolitical context of multicultural education, and the multiple goals of this approach;
2. Examine how power, privilege, dominance, and stereotypes inform school culture and traditional teaching and learning models, contributing to achievement gaps;
3. Analyze and discuss case studies of selected group of students from a variety of backgrounds and analyze some sociocultural factors that have influenced their performances and school experiences;
4. Develop a conceptual framework for multicultural education. Learn and become familiar with key terms, concepts, and major theories that affirm diversity and support multiculturalism;
5. Understand the role of language and culture in learning, and learn how to modify instruction and make content comprehensible and accessible for English language learners;
6. Demonstrate understanding of the concept of diversity, and design activities framed within the principles of multicultural education; and, and utilize strategies that meet the needs of diverse learners;
7. Discuss the value of community for teachers when working with students from diverse backgrounds;
8. Develop an awareness and understanding of diversity beyond the classroom, and use culturally responsive resources available outside the school to enhance students’ learning;
9. Engage in ongoing reflections and articulate connections between service-learning experiences and course content/material;
10. Understand the implications of diversity for teaching and learning, and examine the role of multicultural education in school reform and social change; and,
11. Develop critical, and analytical skills in their presentations, discussions, and writing. Incorporate multiple perspectives and enhance team collaboration skills.

Student completing EDC 301: Teaching the Exceptional Child will be able to:

1. Describe the characteristics and prevalence of various exceptionalities;
2. List general teaching strategies utilize for students with specific exceptionalities;
3. Define the essential responsibilities of all general education teachers working with students with exceptionalities;
4. Explain historical and current issues related to special education and gifted education including legislation and litigation;
5. Create a basic Individualized Education Program (IEP) for students with disabilities; and,
6. Discuss the value of educating students with exceptionalities in various school environments across the continuum of alternative placements.

Students in the Elementary Education programs are also required to complete a minimum of 9 hours of diversity electives. Each course has a specific purpose related to working with students from diverse backgrounds. Below is a list of expanded course descriptions for each course that list the learning objectives:

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| **ED 310** | **Creative Arts in the Classroom** | This course focuses on the content and functions of performance and visual arts within the elementary classroom. Through a variety of fine art focused instruction, candidates will know, understand, use, and ultimately learn to integrate fine arts into multidisciplinary lessons. Topics include teaching foundational dance, music, theatre, art, sculpting, etc. with a focus on incorporation of concepts into lessons and collaborating with fine arts teachers. Candidates also create lessons that differentiate instruction in the arts for students with diverse backgrounds.  |
| **EDC 302** | **Introduction to Low Incidence Populations** | Introduction to low incidence populations is designed to teach pre-service teachers specialized cross-curricular content knowledge. This knowledge is integrated with instructional strategies to plan and implement assessments and lessons that allow students to enhance their language development (verbal, alternative and augmented), increase independent functional life skills (adaptive behavior, mobility, transfers, social skills and life skills). Pre-service educators participate in transition, occupational and physical therapy consultation sessions to learn about adaptive skills, assessment and equipment. Pre-service educators are required to complete an intensive field experience.Topics: Development and differences/ responding to unique needs, planning instruction (adp. beh., social skills, life skills) across areas, body mechanics, transfers, equipment to promote engagement, general and specialized content knowledge cross curricular, transition planning, assessments for transitionAugmentative and alternative communication, strategies to enhance lang. development and communication**Assignments:** Article critiques; Adapted children’s book; Completion of data collection sheets; Development of a thematic unit incorporating IEP goals and objectives for four (4) target students; Reflection papers; Cooperating Teacher final evaluation; Instructor evaluation based on teacher dispositions.  |
| **EDC 321** | **Collaborative Consultation****(Parent-Teacher-Team)** | This class focuses on the theory and application of effective collaboration and consultation. Built on research, pre-service educators will learn the how to collaborate to create inclusive environments, modify curriculum to increase access to learning and how to serve as a resource to other educators. Pre-service educators will be required to work collaboratively to create and teach cross-curricular lesson which utilize the best practices of collaboration and co-teaching. This course will also provide an examination of selected school district issues involving collaboration within traditional K-12 educational settings. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.Topics: Collaborate to create inclusive environmentsModify curricula to make accessible, Use theory of effective collaboration, Serve as collaborative resource to othersCollaborate to promote well-being across range of settings and events**Assignments:** Lesson plans in each of four core content areas, use and integration of the arts and technology into lessons, videotaping of lessons to provide opportunities for reflection, development and delivery of professional presentations |
| **EDC 341** | **Assessment and Planning Transitions for k12 Students** | Teacher candidates will understand the principles of measurement. These principles will include: how to select sound formal and informal assessments, interpreting assessment results, using assessment scores for academic and transition planning. Pre-service educators will understand the risk for assessment bias, the need for multiple assessments to determine eligibility and to develop well-constructed individualized education plans (IEPs) and Individualized Transition Plans (ITPs). Field work is required. Prerequisites: Admission to the Teacher Education Program.**Topics:** Describe the assessment process and articulate what is meant by comprehensive evaluation; mandatory assessment regulations set forth in IDEA; basic descriptive statistical concepts; describe the role of IQ testing for identifying disabilities and discuss the controversies surrounding the use of IQ tests; value and limitations of using informal assessment techniques; interpret standardized diagnostic instruments to inform an appropriate instructional plan, monitor performance, or support a change of program; describe the role of adaptive behavior assessments in the evaluation process; demonstrate the ability to administer and analyze results and use for appropriate program planning; utilize the IDEA criteria for diagnosis and eligibility for special education services as a basis for interpreting test results**Assignments:** Students will administer, score and interpret: (1) A Standardized Achievement Test *(K-TEA or WIAT-IV)*, Assessment of Academic Skills *(Key Math),* and an Adaptive Behavior Scale *(Vineland)*. Exams |
| **EDC 351** | **Behavioral Analysis and Interventions** | This course focuses on the concepts of applied behavior analysis and how to implement those concepts in classrooms and other settings. Pre-service educators will initially learn the professional standards and ethics as they pertain to all aspects of behavior. Pre-service educators will learn how to conduct a functional behavior assessment and how to select motivational and instructional strategies based on student need. In addition, pre-service educators will learn how to de-escalate and respond appropriately to students in crisis. Content taught in this course will be integrated into a semester long, behavior-based project which will occur in public school setting. Pre-service educators will learn strategies for working with and supporting para educators. Intensive field work required. Prerequisites: Admission to the Teacher Education Program.Topics: Motivational and instructional interventions to teach adaptations, applied behavior analysis, conducting functional behavior analysis and development of behavior intervention plans, how to intervene safely and appropriately to crisis, Professional ethics and standards, guidance and direction to para educators**Assignments**: Conduct a functional behavior analysis and implement those processes in classrooms and other settings. Candidates will conduct a functional behavior assessment and will design, implement, and evaluate a behavior-change project with an appropriate subject in a public-school setting. |
| **ED 493** | **Elementary School Internship** | This course is an internship experience that includes observation, participation and teaching in an elementary school (full time, 15-week semesters). Teacher candidates will also attend campus-based seminars designed to meet specific needs of the interns. For students completing the collaborative (K-6) certification, one of the placements will take place within a special education setting.**Topics:** edTPA (e.g. Tasks, Academic language, Academic feedback, Rubrics, Progressions); Reflection of teaching; State teacher certification; Video recording tutorial; Overview and electronic notebook support; Effect on student learning data; Resume writing and interviewing; New teacher panel; New teacher guarantee program; Internship reception.**Assignments:** Weekly reflections, notebook, edTPA, Impact on Student Learning, Weekly lesson plans |
| **EHL 405** | **Survey of General Linguistics** | Students demonstrate understanding of language as a system and of language development and acquisition. The topics covered include language components (phonology, phonetics, morphology, syntax, semantics, and pragmatics) as well as current research in second language development, the paths and processes of language acquisition, and the socio-cultural and political variables that impact both language development at the individual level and at the community level.  **Assignments:**Learner language analyses (phonology, morphosyntax, semantics; oral/written), Canvas discussion forums, homework assignments (linguistic components/analyses), exams |
| **EHL 406** | **Critical Issues in ESL** | Students are introduced to the complex of policies, legislation, and practice that impact the progress of English Learners in elementary and secondary schools across the U.S. They are responsible for deep dives at the federal, state, and local levels as well as across professional organizations (from TESOL to NCTE to Colorin Colorado, IES, etc.) in the review sheets. They demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESOL teaching and apply this knowledge to inform teaching and learning by analyzing the impact of federal, state, and local policies on classroom settings and teacher-student interactions. They review policies and instruments directly impacting EL placement and progress through schools. They respond directly to fact and fiction within the overarching context of EL education (response journals). They identify specific challenges within school contexts and develop community and advocacy plans to address those challenges (final exam; response journals). **Assignments:**Canvas discussionforums, review sheets, response journals (professional development; addressing myths EL context), final exam |
| **EHL 407** | **Adv English Grammar Studies** | Students analyze the structure of sentences and discourse in contemporary English to understand the impact of language use in day-to-day conversations, instructional settings, content area classrooms and beyond. Students analyze language at the morphological, syntactic, and semantic levels and develop intervention plans to assist ELs in these areas within content domains. **Assignments:**Canvas discussion forums; linguistic analyses (morphosyntax; pragmatics); case-based exams |
| **ECH 306** | **Principles of Early Childhood Education** | This introductory course is designed to provide preservice early childhood educators with foundational knowledge of early childhood education. The course introduces students to the historical and sociocultural forces that have impacted the field along with contemporary early childhood programs and models, recent trends, and theories of play.**Topics:** Early childhood settings and program models; Philosophical foundations and historical forces that have shaped early childhood education; Collaborating with families; Accountability, standards, and assessment; Theories of play and their contributions to young children’s development; Developmental domains (i.e., cognitive, speech/language, fine/gross motor, social/emotional, and adaptive); Curriculum planning; Early childhood environments; Health, safety and nutritional needs of young children; Impact of Adverse Childhood Experiences (ACEs). **Assignments:** Field based papers following observations of various early childhood programs (Early Head Start/Head Start, RISE [inclusive classroom], Office of School Readiness First Class Pre-k, Montessori, and autism classroom); Presentation on topic related to early childhood (e.g., supporting cultural diversity; use of technology in an early childhood classroom; collaboration with early childhood education professionals; supporting young children with disabilities; working with diverse families [e.g., foster families, grandparents raising grandchildren, military families, LGBTQ, teen parents, homeless, etc.]; funding sources for early childhood; assessing young children’s development; supporting various learning styles [e.g., visual learners, active learners, auditory learners, etc.]; Examinations.  |
| **ECH 340** | **Language and Speech Development** | This introductory course is designed to provide an examination of the development of language and speech in young learners (birth through eight years). Pragmatic, syntactic, and phonological analyses of children's language and speech development are required.**Topics:** Typical developmental milestones and predictors for language development; Language-learning strategies; Communication forms, Interpretation of language and narrative samples; Assessment of language; Neurological bases of language; Cognitive, perceptual and motor bases of language; Language play; Bilingualism and cultural diversity. **Assignments:** Reflective journal entries based on course content; Collecting language samples from an infant, toddler, preschooler, and early school age child; Development of a language lesson plan focusing on a child with limited language; Language and behavior project (investigate the linkage between language delays and behavior); Bilingual student role play to dispel myths about bilingual language learners; Bias and diversity project to investigate how implicit bias affects classroom culture; Create a reference guide for the classroom that contains summary of language development and how to address delays; Examinations.  |
| **ECH 320** | **Differentiated Instruction for Early Learners** | This early childhood education curriculum course is designed to provide practical knowledge for blending content areas to maximize children’s learning and prepare teachers to meet the needs of all children across the curriculum. Focus is on the implementation of a curriculum designed to promote learning and development in the social, emotional, physical, language, and cognitive areas. Additionally, the course emphasizes developmentally, culturally, and linguistically appropriate and effective teaching approaches to enhance each child’s learning and development in the context of the program’s curriculum goals. Furthermore, students focusing on the early childhood education level will be able to demonstrate support to families’ diverse needs and interests through education, knowledge, and professional commitment. **Topics:** Best practice in content areas (aesthetic, affective, cognitive, language, physical, and social); Developmentally appropriate practice; Planning and implementing developmentally appropriate lessons within small and large groups; Planning integrated curriculum; Child guidance; Early childhood standards (NAEYC, CEC/DEC) including state standards; Differentiated instruction; Cultural diversity in the classroom; Program models in early childhood education (Montessori, Reggio Emilia, Creative Curriculum, HighScope, Project Approach, Anti-Bias Curriculum, Arts-Based Curriculum, Bank Street, etc.); Theories of play and the impact of play on young children’s overall development; Assessment of learning; Reflective practice for professional growth. **Assignments:** Curriculum model exploration paper; EarlyWorks Children’s Museum exploration paper; Family open house presentation; Cultural diversity in the classroom reflection; Integrated study unit (thematic unit consisting of four (4) separate lesson plans focusing on reading, writing, math, and science OR social studies embedded across a comprehensive weekly plan.  |
| **ECH 330** | **Assessment for Young Learners** | This course is designed to provide teacher candidates with an understanding of the forms, functions, methods, and roles of assessment for planning and implementing effective early childhood programs for young children, ages birth to five, from diverse cultures and with varied learning needs. Teacher candidates will explore both quantitative and qualitative approaches to evaluation and assessment. They will learn about technological adaptations to enhance the assessment process. Candidates will gain an understanding of appropriate strategies for conducting, reporting, and decision making related to specific functions of assessment. They will learn about assessment strategies necessary for second language learners and are expected to become competent in the use of authentic assessment strategies to describe a child’s learning strengths and instructional needs.**Topics:** Purpose of assessment; Best practices for assessing young children; Assessing culturally and linguistically diverse students; Use of standardized tests; Teacher-designed assessments; Data-driven decision making; Communicating with families; Developmental screenings, Environmental screenings; Observation strategies; Curriculum-based assessments; Play-based assessments; Writing assessment reports; Checklists, rating scales, and rubrics; Authentic assessment; Performance-based assessments, Portfolios; Functional Assessment of Challenging Behavior (FBA); Using technology when assessing young children; Teaching Strategies Gold Assessment Tool. **Assignments:** Terminology quiz; Participate in a Transdisciplinary Play-Based Assessment with a typically developing child and write reflection paper; Conduct a developmental screening on a typically developing child; Participate in an Early Intervention (EI) assessment clinic and write assessment report; Comprehensive Assessment Assignment to be completed on a child with a disability (Part 1-Conduct a family interview; Part 2-Conduct an environmental assessment of the child’s classroom; Part 3-Complete 3 parts of a curriculum-based assessment and write a report on the child’s overall development; Part 4-Critique the various assessment strategies and reflect on skills as an examiner); Complete interrater reliability on Teaching Strategies GOLD.  |
| **EDC 316** | **Differentiated Instruction for Early Childhood Special Education** | This course provides practical strategies to maximize learning for all young learners (birth to 8 years old) with a variety of disabilities. Students will learn to utilize the principles of universal design for learning and differentiated instruction to create structured classrooms and lessons that meet the individual needs of young learners with special needs. This will include learning to select, implement, and evaluate lesson accommodations and modifications for young students with special needs.**Topics:** Universal design for learning; Differentiated instruction; Documentation; Accommodations; Modifications; Use of assistive technology; Inclusion; Teaming and collaborating with early childhood special education professionals (e.g., speech/language pathologists, occupational/physical therapists, psychologists, social workers, etc.); Supporting families caring for young children with disabilities; Developing individualized intervention plans and programs and monitoring progress; Developmentally appropriate practice; Considerations for teaching children with specific disabilities; Promoting social/emotional development; Developing motor, self-care, cognitive, literacy, and communication skills; Early childhood standards (NAEYC, CEC/DEC) including state standards; Cultural diversity in the classroom; Reflective practice for professional growth. **Assignments:** Assistive technology project; Assessing children’s books highlighting disability paper; Disability presentation; Cultural diversity and disability project; Integrated study unit (thematic unit consisting of four (4) separate lesson plans focusing on Alabama Early Learning Standards (approaches to learning, language and literacy, math, and science and environmental education **OR** social and emotional development embedded across a comprehensive weekly plan. |
| **EDC 361** | **Early Childhood Special Education Practicum** | This course is designed to provide teacher candidates with a supervised pre-student teaching experience with a certified special instructor with the Part C Early Intervention program and a university supervisor. Successful completion of the course requires a minimum of 45 clock hours logged with the Part C special instructor completing home visits, play groups, assessment clinics, etc. with infants/toddlers with disabilities and their families and successful completion of all required assignments. **Topics:** Understanding of the Part C Early Intervention system; Eligibility determination; Family-centered practices; Developmentally appropriate practice; Conducting home visits, playgroups, etc.; DEC Recommended Practices; Differentiated instruction, Use of assistive technology in natural environments; Cultural and linguistic diversity; Teaming and collaboration with families/caregivers (e.g., early care and education professionals), Early Intervention providers (e.g., speech/language pathologists, occupational/physical therapist, social workers, nutritionists, etc.), service coordinators, Part B providers (e.g., school administrators, intake team, etc.); Positive behavior support; Observation; Assessment; Documentation; Reflective practice; Professional behavior. **Assignments:**Division for Early Childhood (DEC) Recommended Practices project; Family interview; Developing and implementing five (5) family-centered home visit plans with a target family; Home visit plan reflections; Weekly contact notes; Cooperating Professional evaluation; Instructor evaluation. |