

## NCATE 4.3.b Curriculum Components and Experiences Addressing Diversity Proficiencies

**Diversity:** According to NCATE, diversity is defined as an individual or group of peoples' race, ethnicity, religion, exceptionality, age, geography, gender, socioeconomic, language, and sexual orientation. As teacher candidates matriculate through the teacher education program at UAPB, they will have multiple opportunities to demonstrate their understanding of the diversity proficiencies while working with their peers, public school students and teachers, higher education faculty, and community.

Identify Courses You Teach	Diversity Related Content	Proficiencies Addressed (see Table 4.3.a)	Experiences Addressing Diversity
<b>Exceptional Education Courses Emphasizing Diversity Proficiencies</b>			
<b>SPED: 2300</b> Survey of Exceptional Children	Course objectives are aligned closely to Council for Exceptional Children where discussions relate specifically to addressing the learning needs of exceptional students from culturally and linguistically diverse backgrounds. In addition, students are taught instructional strategies and activities to ensure teacher candidates are prepared for the teaching profession	1, 2, 3,4, 6,7, 8, 10	Candidates are assigned 10 hours to complete Field Experience I to work in diverse partnership public school settings and at Jenkins Memorial Center (school serving primarily students with disabilities).  Candidates provide reflective summary of their experiences  Candidates present oral presentations related to an area pertaining to students with disabilities (see syllabus).  Role playing  Students write formal paper to include diversity issue
<b>SPED 2310:</b> Introduction to Learners with Special Needs	Course objectives are aligned closely to Council for Exceptional Children where discussions relate specifically to addressing the learning needs of exceptional students from culturally and linguistically diverse backgrounds. In addition, students are taught instructional strategies and activities to ensure teacher candidates are prepared	1, 2, 3, 6, 7, 8, 10	Students are assigned 10 hours to complete Field Experience I to work in diverse partnership public school settings and at Jenkins Memorial Center (school serving primarily students with disabilities).  Field experience summary to include information about how diversity is addressed in

	for the teaching profession		the school setting  Teacher candidate self-reflection of accommodating students with diverse needs  Role playing  Formal Paper to include diversity issues
<b>SPED 2301</b> Speech and Language Development	Designed to promote competencies in language development. Topics cover cultural influences, cognitive experiences, bilingualism, language disorders, and language development in special populations.	2, 4, 5, 7, 10	Design lesson plans for selected diverse groups  Verbal discussions on major issues and relationships to theories and language development and second language acquisition and multicultural education perspectives Journal articles on speech and language development Transcribe and analyzed language sample Compare and contrast characteristics of language uses of women of culturally diverse populations  15 hours- Field Experience
<b>SPED 4358</b> Exceptional Child in the Regular Classroom	Course provides educational programming and instructional procedures for educating exceptional students in the regular classroom		Design lesson plans 15 hours-Field Experience Summary Reflection of field experience
<b>Early Childhood, Elementary, and Secondary Education Courses That Incorporate Awareness, Understanding, and Appreciation of Diversity Proficiencies</b>			
<b>ECE 3233</b> Diversity and Young Learners	Course objectives are aligned to the NAEYC Standards. Candidates gain an in-depth study of various aspects of cultural diversity and the impact on social skills, and the rights of each individual; candidates are taught how to relate effectively to other individuals from diverse groups through heterogeneous student groupings, cooperation, and collaboration.	1, 2, 4, 5, 9, 10	Classroom lectures Candidates write Positional Paper pertaining to importance of addressing diversity in public schools Group presentation on some aspect of diversity Candidate reflections on what learned about diversity

			15 hours-Field Experience
<b>ECE 1200:</b> Foundation of American Education	Candidates develop an understanding of the aspects of diversity. The concept of diversity is infused within each module for instruction; and the application of instructions within assignments. The use of pedagogical books, journals, discussions like current issues in education helps the teacher candidate to acquire an appreciation for diversity. The course provides specific information on impact of education addressing the diverse learning needs of students who have special needs.	1,4, 6, 9,10	10 hours - Field Experience and Summary Teacher candidate self-reflection Teacher interviews include questions about diverse learners and students with disabilities
<b>ECE 4304</b> Dev Appropriate Assessment Techniques for Young Children	The objectives of the course are closely aligned to the NAEYC, INTASC, TPAAE, and IRA standards. The reading course is designed to instruct teacher candidates on how to make instructional decisions based upon the knowledge of how early childhood students' learning is influenced by individual experiences, talents, and prior learning. In addition, candidates are provided opportunities to be engaged in deeper thinking about the practical realities of differences among groups of people and individuals based on age, ethnicity, race, socioeconomic status, language, and geographical area. Course explores various kinds of tools used to assess and identify diverse students' learning needs.	1, 2, 3, 5, 6, 7, 8, 9	Lecture- Class Group discussions Peer group discussions Field experience and Summary Teacher candidate self reflection Cooperative teacher's evaluation of students' ability to work with diverse learners IEP/ITP development from information provided in case studies Chapter presentations Discuss RTI

<p><b>ECE 3303 Guiding Young Children's Behavior</b></p>	<p>Study of developmentally appropriate, effective guidance and techniques for classroom management when working with diverse cultural and linguistically background groups of children in early childhood settings.</p>	<p>1, 2, 3, 4, 9, 10</p>	<p>15 hours -Field Experience and Summary Lectures/Classroom Discussions ( Burden, Paul (2010) <i>Classroom Management</i></p> <p>Student Chapter Presentations on topics: Addressing Issues in Diversity, Helping Students with Special Needs, Planning to Work with Families;</p> <p>Candidates develop discipline plan to include strategies to work with children with disabilities or diverse learners and with socio-emotional problems</p> <p>Candidates develop philosophy of classroom management</p>
<p><b>ECE 3228 Developmentally Appropriate Practices for Teaching Young Children</b></p>	<p>Course objectives are aligned to the NAEYC Standards; candidates study developmentally appropriate practices and the teacher's role in supporting development of young children ages birth to eight, plans curriculum for in and outdoors, discusses teacher's roles working with families.</p>	<p>1, 2, 4, 8, 9, 10</p>	<p>15 Hours- Field Experience in Kindergarten Class</p> <p>Discuss current issues in ECE Discuss leaders and their impact/role in ECE</p> <p>Identify and discuss developmentally appropriate materials for setting up learning centers in and outdoors for all students</p> <p>Asses students' and compare to learning goals set</p> <p>Use technology to research lesson plans, instructional practices, assessments in ECE</p>

<b>ECE Child Development and Learning</b>	Course is closely aligned to the NAEYC Standards; examines the stages and characteristics of child development for young learners, birth through age eight with emphasis on their physical, psychological, and sociological aspects that may impede their development.	1, 4, 7, 9, 10	15 hours – Field Experience (5 hours with infants and toddlers; 5 hours with very young children 2-4 years old; 5 hours with 5-8 year olds)  Discussion on various theories of child development  Group chapter presentations pertaining to class discussions  Summary of Field Experience
<b>ECE 4304 Building Family Community Relationships</b>	Course covers various theories of child development, importance of communicating and collaborating with families from diverse backgrounds and family structures; discuss working with parents of children with disabilities.	1, 2, 3, 4, 5, 10	15 hours- Field Experience (volunteer to participate in Parent Center  Candidates prepare academic activities to be used by parents to enhance son/daughter background knowledge of a skill  Chapter discussions from textbook Group presentation from chapter in text
<b>EDUC 3325 Education for Cultural Diversity</b>	Candidates gain knowledge of the interrelationships of the parameters of culture and how they affect human relations and the educational process. Candidates demonstrate their knowledge various aspects of cultural diversity and the impact on social skills, and the rights of individuals.	1, 2, 4, 5, 9, 10	Classroom lectures  Candidates write Positional Paper pertaining to importance of addressing diversity in public schools  Group presentation on some aspect of diversity Candidate reflections on what learned about diversity  15 hours-Field Experience
<b>EDUC 3316 Assessment</b>	Course is designed to instruct teacher candidates on how to make instructional decisions based upon the knowledge of how children’s learning is influenced by individual experiences, talents, and	1, 2, 3, 5, 6, 7, 8, 9	Lecture- Class Group discussions Peer group discussions 15 hours Field Experience and Summary

	<p>prior learning. In addition, candidates are provided opportunities to be engaged in deeper thinking about the practical realities of differences among groups of people and individuals based on age, ethnicity, race, socioeconomic status, language, and geographical area.</p>		<p>Teacher candidate self-reflection Cooperative teacher's evaluation of students' ability to work with diverse Learners</p> <p>IEP/ITP development from information provided in case studies Chapter presentations</p>
<p><b>EDUC 1200:</b> Foundation of American Education</p>	<p>The concept of diversity is infused within each module for instruction and the application of instructions within assignments. The teacher candidates make instructional decisions based upon the knowledge of how student learning is influenced by individual experiences, talents, and prior learning. The use of pedagogical books, journals, discussions like current issues in education helps the teacher candidate to acquire an appreciation for diversity at large</p>	1,4, 6, 9,10	<p>Field Experience and Summary</p> <p>Teacher candidate self-reflection</p> <p>Formal Paper to include diversity issues</p>
<p><b>EDUC 1300:</b> Foundation and Development of American Education</p>	<p>The concept of diversity is infused within each module for instruction and the application of instructions within assignments. The teacher candidates make instructional decisions based upon the knowledge of how student learning is influenced by individual experiences, talents, and prior learning. The use of pedagogical books, journals, discussions like current issues in education helps the teacher candidate to acquire an appreciation for diversity at large. The course provides students specific information on impact of education addressing the diverse learning needs</p>	1,4, 6, 9,10	<p>Field experience summary</p> <p>Teacher candidate self-reflection</p> <p>Formal Paper to include diversity issues</p> <p>Journal article reviews</p> <p>Teacher interviews include questions teaching strategies and working with diverse learners</p> <p>Professional Speakers</p>

	of students who have special needs.		
<b>EDUC 1110:</b> Introduction to the School of Education	The instructional dimension includes materials, strategies, and activities selected to form the basis for instruction that is inclusive of community and global issues.	1,7, 9	Teacher candidate self-reflection – Reflection includes observation of student and/or teacher working with diverse learners  Formal paper to include diversity issues
<b>EDUC 3302 Psychology of Learning and Teaching</b>	An in-depth study of the learning processes and the major theories of learning. Course is adaptive to the norms of diverse learners' learning theory.	1, 2, 3, 4, 5, 7, 9, 10	Candidates Reports Scenarios Case Studies 15 hour Field Experience
<b>EDUC 4600</b> Student Teaching Clinical	Candidates demonstrate their knowledge of content, skills, and dispositions in working with students from diverse learning backgrounds and in multiple school settings.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Formal Observations of teaching skills by University Supervisor  Evaluations by Cooperating Teacher  Student Self-Evaluation, Evaluation by Coordinator of Student Teaching  Passing of Praxis II, Successful passing of Interview; Rubrics designed based on NAEYC, MLED, INTASC Standards for Formal Classroom Teaching Observations
<b>RDNG 2314 Emergent Literacy</b>	Course designed to study the development of early literacy in young children that promote reading , writing, oral language;		Teacher Candidates complete 15 hours of field experiences in a partnership school setting  Participate in literacy activities with young children and write journal entries and lesson plans related to experience.

<p><b>RDNG 4315</b> Methods of Teaching Reading</p>	<p>The course explores and discusses reading research, methods, and instruction that address and meet the learning needs of middle age students and students from culturally and linguistically diverse backgrounds.</p> <p>The concept of diversity is infused within each reading module of course for instruction and assignments. As the teacher candidates are engaged in discussions and activities, they are able to make instructional decisions based upon the knowledge of how student learning is influenced by individual experiences, talents, and prior learning. In addition, candidates are engaged in deeper thinking about the practical realities of differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. .</p>	<p>1, 2, 4, 5, 6</p>	<p>Lecture from PowerPoint Presentations</p> <p>Teacher candidate summary from field experience</p> <p>Scenarios</p> <p>Literacy portfolio,</p> <p>Integrated Literature Focused Unit to include lesson plan strategies for engaging diverse learners</p> <p>Textbook assignments</p> <p>Class and Group Participation</p> <p>Scoring Guide for Field Experience, Rubrics for: chapter presentations, Integrated Literature Focus Unit K-5, journal article reviews, textbook assignments, paper pencil teacher generated tests</p> <p>Literacy Portfolio</p>
<p><b>RDNG 4310</b> Teaching Young Children to Read</p>	<p>The course explores and discusses reading research, methods, and instruction that address and meet the learning needs of all early childhood learners and students from culturally and linguistically diverse backgrounds.</p> <p>The concept of diversity is infused within each reading module of course for instruction and assignments As the teacher candidates are engaged in discussions and activities, they are able to make instructional decisions based upon the knowledge of how student learning is influenced by individual experiences, talents, and prior learning. In addition, candidates are engaged in deeper thinking about the practical realities of differences among groups of people and individuals based on ethnicity, race,</p>	<p>1, 2, 4, 5, 6</p>	<p>Lecture from PowerPoint Presentations</p> <p>Teacher candidate summary from field experience</p> <p>Scenarios</p> <p>Literacy portfolio,</p> <p>Integrated Literature Focused Unit to include lesson plan strategies for engaging diverse learners</p> <p>Textbook assignments</p> <p>Class and Group Participation</p> <p>Scoring Guide for Field Experience, Rubrics for: chapter presentations, Integrated Literature Focus Unit K-5, journal article</p>

	socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. .		reviews, textbook assignments, paper pencil teacher generated tests  Literacy Portfolio
<b>MLED 3301 Adolescent Development</b>	Course objectives are aligned to MLED standards where discussions relate specifically to the physical, psychological, and social development and characteristics of children. Through classroom discussions and activities, candidates identify and discuss value systems among various ethnic, racial, socioeconomic groups and individuals with disabilities.	1, 2, 4, 5, 9, 10	Online chapter discussions, case studies, 15 hour - Field Experience and Summary
<b>MLED 3300 The Middle School</b>	Value and appreciate cultural diversity of all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions and will strive to promote the best learning environment possible of middle level students regardless of their diverse circumstances.	1, 2, 3, 4 6, 7, 8, 9, 10	Lecture, Discussion/Questioning, Cooperative Learning, Individual Instruction, Discovery Learning, Small Group Activities, Demonstration/Modeling, Technology/Media  Develop an integrated unit of study which includes goals, behavior objectives, diagnostic instruments for assessment, daily lesson plans. Teach one of two lessons in a middle grade classroom. Research paper pertaining to the middle school.
<b>HUMN 2301*1N:Humanities</b>	This course is a general education requirement for all majors. Education majors are exposed to activities inside and outside the classroom designed to discover the significance of human endeavors. Students study numerous cultures of the world, historical achievements of ancient civilizations; the Christian and Islamic worlds; and the intellectual, social ,and artistic achievements of Africa, the far east the middle east and Europe. Philosophical ideas and world religions related to western civilization, particularly America are important aspects of study.	1,3,6	Using maps to view changes in civilizations  Large- group instruction contrasting changes in political and cultural boundaries for ancient Iraq to present day Iraq, Nile Valley to Present day Egypt  These ancient lands and their character today.  In class small- group discussions using maps to study Judea, Byzantine, the spread of Christianity, Islam, other major religions the Hellenistic influence, the Greeks and Romans,

			<p>Persia, and numerous African civilizations</p> <p>Oral presentations for reports. Argumentation, debate and students critical dialogue.</p> <p>Oral and written presentations: report on individual visits to virtual museum, art center, or national library</p>
<b>HLPE 4312 Methods and Materials of Adaptive Physical Education</b>	Course designed to acquaint students with knowledge of psychological, behavioral and neurological aspects of the learning disabled individual; emphasis placed on methods of evaluation, diagnosing and prescribing physical education and/or recreational activities for the exceptional student.	1, 2, 4, 5, 10	15 hours – Field Experience in P-12 school settings

### Advanced Education Courses Emphasizing Diversity Proficiencies

<b>GSPE 5312 Classroom Behavior Management</b>	Course provides lecture, classroom discussions, interactive group activities, class projects addressing characteristics of students with disabilities, ways to assist students with disabilities' instruction and behavior, ways to modify instruction, recognizing troubled children, variety of resources to assist students with specific learning disabilities, limited English Proficiency, and who are troubled. Strategies are incorporated for teaching and managing students behavior and instruction of students of cultural differences.	1, 2, 3,4, 5, 8, 9, 10	<p>Classroom Management Behavior Plan,</p> <p>Candidates develop discipline plan to include strategies to work with children with disabilities or diverse learners and with socio-emotional problems</p> <p>Chapter Presentations on topics: Addressing Issues in Diversity, Helping Students with Special Needs, Planning to Work with Families</p> <p>Candidates develop philosophy of classroom management</p>
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<b>GECE 5300 History and Trends of Education</b>	Course examines critical issues influencing early childhood education. Topics include both historical and contemporary views of early childhood, laws affecting students with disabilities, and from diverse back grounds. .	1, 2, 3, 4, 10	Chapter Presentations, Journal Articles, Guest Speakers, Case Studies, Hot Topic Presentations on Issues Affecting Education Checklist for Journal Articles
<b>GEDU 5301 History and Philosophy of Education</b>	Course gain knowledge on the history laws, and teaching of children with special needs; explain the research and theoretical frameworks supporting teaching and development of children with diverse learning needs and from diverse backgrounds	1, 2, 3, 4, 10	Chapter Presentations, Journal Articles, Guest Speakers, Case Studies, Hot Topic Presentations on Issues Affecting
<b>GECE 5304 ECE Methods/Materials for Teaching Mathematics and Science to Young Adolescents</b>	Demonstrate the essential dispositions and skills necessary for developing positive and respectful relationships with young adolescents whose cultures and languages may differ from that of the teacher, who may have developmental delays, disabilities, or other learning challenges when teaching mathematics and science.	1, 2, 3, 5, 6, 7, 8, 9, 10	Lecture, Cooperative Learning, Role Playing, Oral Presentations, Team Teaching, Demonstration/Modeling, Discovery Learning Oral Presentations, Internet Research
<b>GRDG 5312 - 01</b>	The course explores and discusses reading research, methods, and instruction that address and meet the learning needs of all early childhood learners and students from culturally and linguistically diverse backgrounds. Lecture, discussions, and read/class assignments address students with severe problem cases, students acquiring English and older students reading needs and concerns.	1, 4, 7	Lectures; Discussion & Questioning Small Group Activities Cooperative Learning Demonstration, Modeling Technology/Media Presentation Problem-Solving; Team Teaching;  Journal Articles, Supplemental and Enrichment Activities

<b>Rehabilitation Courses Emphasizing Diversity Proficiencies</b>			
<b>REHAB 4300 Assessment in Rehabilitation</b>	Identify and explain current trends in rehabilitation practices that influence vocational assessment, Discuss the role of assessment in the rehabilitation process and discuss barriers to successful rehabilitation.	1, 2, 3, 6, 7,8 ,9 ,10	Implementing a strategic career plan Rehabilitation planning handicap, disability and impairment (the three targets of rehabilitation) Role and intervention Team
<b>REHAB 3320 Case Management</b>	Demonstrate and understanding of vocational rehabilitation systems, the community based service model, its relationship to federal programs, and the funding streams that influence the delivery of services to individuals with disabilities and recognize and discuss issues pertaining to the rehabilitation of individuals with disabilities.	1, 2, 3, 6, 7, 8, 9, 10	Treatment Goals and plans Small Group Activities Problem Solving Intervention and Strategies Individual Client Assessment Oral presentations and small group activities.
<b>RHAB 3300 Physical and Psychosocial Aspects of Disabilities</b>	Course objective are aligned closely to identify and discuss how disability is defined, and how such definitions may impact the individual and society at large. Recognize various barriers people with disabilities face and relate to how such barriers may impact community integration and participation.	1, 2, 3, 6, 7, 8, 9, 10	Role Playing Small Group Activities Problem Solving Team Teaching