**Eastern EPP’s Initial and Advanced Programs: Courses addressing diversity in the curricula.**

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| **EASTERN’s INITIAL PROGRAM**  **CURRICULUM (UG, G)** | **EASTERN’s INITIAL PROGRAM**  **CURRICULUM (G)** | **EASTERN’s ADVANCED PROGRAM**  **CURRICULUM (G, Non-certification)** |
| **ECE 215: Foundations of Early Childhood Education (UG)**  An introduction to the field of early childhood education. Examines the historical, philosophical, anthropological, psychological and social foundations of early childhood education. Explores issues in the field, ethics, and the organization and governance of American public schools, Head Start and child care centers. Includes the study of early child development, along with health and safety issues. Guided experiences in formal and informal settings that serve children required. | **EDU 555: Foundations of U.S. Education** This course promotes a critical study of American education system and contemporary educational practices in relation to historical perspectives, societal issues, philosophical principles, political and economic policies and current initiatives. | **EDU 557: International and Cross-Cultural Education**  Global as well as area study of the nature of cultures and educational systems in industrialized, democratic nations, socialist societies and Third World countries around the world. |
| **EDU 210: Foundations of U.S. Education (UG)** The course examines US education through a study and analysis of the historical, sociological, philosophical, ethical, legal and financial factors basic to the governance and practice of American education. | **ECE 505: Young Children with Special Needs-** This introductory course is designed to provide information needed to work with young children who have special needs in general, inclusive classrooms, in accordance with the Individuals with Disabilities in Education Act (I.D.E.A.) and the Americans with Disabilities Act (ADA). | **ECE 501: Families, Communities and Culture (G)**  Provides an overview of the diversity in families whose children are enrolled in early childhood education classrooms. Examines cultural diversity in parenting and family communication, family stressors, risk and protective factors, and parenting styles. Presents a variety of strategies for communicating and collaborating with families, and involving them in curriculum planning and assessment. |
| **EDU 357: International and Cross-Cultural Education(UG)**  From a foundation of surveying the cultural and societal influences on education in the United States, students will compare and contrast their educational experiences with their research about the functions of schooling throughout the world. Students will also examine how variability and heterogeneity within and across cultures influence educational development, examine the dynamic and contested nature of culture and its influence on education, and engage in reflections on how their own culture and identity influence their development as learners, teachers, and engaged citizens. Meets the Tier II Cultural Perspectives requirement of the Liberal Arts program. | **ECE: 506 Adaptations for Diverse Needs**  This course is an in-depth exploration of such topics as evaluation, program-planning, and curricular adaptations for young children with special needs. Application of current theories to practice will be individualized for students in ways which address their diverse backgrounds. This course is designed to provide (when combined with ECE 505) Masters level early childhood certification students with the background in special education which will meet requirements for dual certification in the nursery school-kindergarten (N-K) range. Field experience required. | **\*EDU 518: Methods of Teaching English Learners** This course is designed to support advanced candidates with skill development through an applied field experience with English Learners (ELs) framed by in-class and online theoretical components. Theories of second language acquisition and research-based practices are investigated with special emphasis on the candidate’s program (e.g. elementary, secondary content areas). |
| **ECE 305 (420 from Spring 2016 on): Development of Children with Special Needs (UG)** This course is designed to introduce students to the basic concepts and information regarding early childhood special education from a developmental perspective. Topics include, but are not limited to, the laws and characteristics of children with disabilities. | **EDU 582: Teaching Exceptional Learners**  Exploration of approaches to teaching students with exceptionalities will be presented. Strategies for meeting the diverse needs of students in general education will be demonstrated and explored. | **RLA 527 Multicultural Literature for Children and Young Adults**  This course examines issues and trends found in multicultural literature for children and adolescents. The full range of books depicting the experience of people of color are read and analyzed for authenticity, literary quality and appeal to readers. |
| **EDU 307: Inclusive Education Classrooms (UG)** This course addresses the knowledge, skills and culturally responsive dispositions related to the characteristics, identification and educational needs of exceptional children and youth. | **EDU 505: Second Language Acquisition & Strategies (G)** Theories of second language acquisition and research-based practices in the field are applied with special emphasis on methods most useful the candidate’s program area. The course examines complex role that classroom teachers play in the instruction of English Learners, showing typical and atypical development, across affective and cognitive domains. | **EDU 611: Methods of Teaching Special Learners**  This course focuses on various teaching methods that are utilized for exceptional learners, including challenged and gifted/talented learners. Students learn to develop individualized education plans. The course also covers techniques for identifying, adapting and developing instructional materials. |
| EDU 308: Inclusive Secondary Classrooms.  The major goal of this course is to prepare middle and secondary level teacher candidates for the inclusion of learners who are exceptional. It covers brief history of special education, legislation, court cases, determination of eligibility, accountability, individualized education programs, self-determination, transition to postsecondary environments, and evidence based practices that assure success in general education classrooms. |  | **EDU 612: Assistive Technology**  This course provides an overview of assistive technology. Students learn applications of low, elementary, and high technology assistive devices in the area of communication, mobility, education, recreation, vocation, independence, and rehabilitation. It provides information on methods and organizational approaches to integrating assistive technology in the classroom. |
| **HPE 315: Adapted Physical Education** This course is designed to provide hands on experience for students to develop knowledge of current concepts and trends in adapted physical education. Students will develop skills and knowledge needed to plan and implement a physical education program designed to meet the unique needs of individuals with disabilities. |  |  |
| **EDU 405: Second Language Acquisition & Strategies (UG)** The course concentrates on theories of second language acquisition and research-based practices in the field will be applied with special emphasis on methods most useful the candidate’s program area. |  |  |