Question 4.6.3 and 4.6.7 –

What are foundation courses in Thomas Harriot College of Arts and Sciences provided to initial candidates? How does this affect the outcomes of students in schools?

What foundation courses in Thomas Harriot College of Arts and Sciences are provided to initial candidates? How do these courses enhance diversity efforts? How does this affect the outcomes of students in schools?

In the approved Professional Studies Core (PSC) of courses for ITP programs, EDUC 3002 in the College of Education serves as the primary diversity course for teacher education candidates. As noted in the PSC documentation—see Exhibit 4.4.c in the Institutional Report—some ITP programs allow candidates to take one of the alternative diversity courses offered through the Harriot College of Arts and Sciences (HCAS).

Alternatives to EDUC 3002: Introduction to Diversity, include:

- PSYC 2777: Ethnocultural Influences
- SOCI 1010: Race, Class and Gender

Alternatives to EDUC 4400: Foundations of School Learning, Motivation, and Assessment, include:

- PSYC 4305: Educational Psychology

The faculty of the Department of Special Education, Foundations and Research, in which the EDUC courses described here reside, provided the following responses for the ECU CAEP Institutional Report Addendum:

The SEFR faculty addresses EDUC 3002 and EDUC 3200 individually in regard to what each course provides to initial candidates and how diversity efforts are enhanced:

EDUC 3002 course provides the following to candidates:

- An understanding of the U.S. society’s dominant views on race, immigration, language, gender, sexual identity, and class.
- An understanding of the historical and ongoing experiences of people from the above cultural groups.
- An understanding of the way cultural background affects students’ experiences in schools.
- The ability to critically analyze one’s own cultural awareness.
- The ability to identify specific areas where one can increase their own cultural awareness so that one can interact and work more positively and inclusively with people from diverse cultural backgrounds.

EDUC 3200 provides the following to candidates:

- The ability to think critically about the effect that the social context of U.S. society has and how it affects national, state, and local educational policies (e.g., NCLB, the Common Core,
standardized curriculum, discipline policies).

- The ability to think critically about the effect that these policies have on students both in general and in relation to students’ race, class, immigration, language, and gender backgrounds.
- The ability to use key concepts from the social foundations of education to critically analyze specific school practices (curriculum, pedagogy, assessment) for their effectiveness and appropriateness.

EDUC 4400 provides the following to candidates:

The course is about the diversity of the way in which we teach students and how students learn; teaching about issues of human diversity including intelligence, socioeconomic status, learning style, language differences, culture, race, and gender in the contexts of learning, motivation, assessment, and more.

The key assessment in EDUC 4400 requires candidates to write an analysis paper addressing various aspects of teaching and learning. Criteria 5 and 6 specifically ask the candidate to reflect on working with ESL students and students from different ethnic or racial backgrounds. Outcomes from this assessment help prepare the candidate for additional preservice and inservice assessments, such as:

- edTPA Rubric 6 – Learning Environment
- Progress Report Section B – Classroom Climate and Culture
- Certificate of Teaching Capacity – Classroom Climate/Culture (2a, 2c); Instruction (2b); Impact of Student Learning (2d).
- North Carolina Professional Teaching Standard 2 – Teachers establish a respectful environment for a diverse population of students.