Question 4.6.2 - How is the syllabus for EDUC 3002 aligned with CTE approved diversity courses?

EDUC 3002 is approved for domestic diversity credit through the University Foundations Curriculum and Instructional Effectiveness Committee process (see website). The sequence of the curriculum review and approval process includes department, college, CTE, University curriculum committee, Faculty Senate and Chancellor.

EDUC 3002 course addresses diversity standards set by several national, regional, professional, and state-level teacher education accreditation organizations and content specific disciplinary professional organizations and associations, including (see Guiding Standards):

**Standards noted on syllabus:**

1. NCPTS (North Carolina Professional Teaching Standards)
2. East Carolina University’s Office of Equity and Diversity

**Additional standards addressed within the course:**

1. NCATE (National Council for Accreditation of Teacher Education)
2. InTASC (Interstate New Teacher Assessment and Support Consortium)
3. Partnership for 21st Century Skills
4. CSFE (Council of Social Foundations of Education)
5. SACS (Southern Association of Colleges and Schools)
6. NAME (National Association for Multicultural Education)
7. NCSBE (North Carolina State Board of Education)

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

In comparing the alignment of EDUC 3002 with other CTE approved Diversity Curriculum courses, a time limited review of the syllabi reveals the following similarities and differences:
PSYC 2777

Similarities:
1. This course addresses various areas of cultural diversity.

Differences:
1. This course appears to have a purely psychological focus. EDUC 3002, on the other hand, has an interdisciplinary focus.
2. In addition, EDUC 3002 focuses on diversity in the context of US education and addresses the NCPTS standards for diversity.

SOCI 1010

Similarities:
1. This course addresses race, class, gender, and sexuality
2. This course uses a sociological perspective.
3. This course uses social understandings of race, class, and gender so candidates can reflect on their own lives.

Differences:
1. While EDUC 3002 also uses sociology, it also draws on other disciplines, e.g., philosophy, history, critical race theory.
2. SOCI 1010 also has some focus on understanding sociology as a field and sociological research methods, while EDUC 3002 is primarily focused on cultural awareness.
3. EDUC also focuses on areas of difference not covered in SOCI 1010: immigration, language background, religion, and ability status.
4. EDUC 3002 focuses on diversity in the context of US education and addresses the NCPTS standards for diversity.

SEFR Foundations faculty strongly agree that the College of Education EDUC Foundations courses are the best fit for teacher candidates as they were specifically developed to address the needs of future educators in relation to diversity issues. However, the faculty also recognizes there may be instances where a teacher candidate needs to utilize an approved substitution. In order to ensure that all teacher candidates, regardless of which diversity course they take, are prepared with the content and skills they need to create culturally competent classrooms, Foundations faculty will:

1. Meet with Academic Success Center personnel to research how many teacher candidates have taken an approved substitution for their PSC diversity requirement and their reasons why.
2. Meet at the department and program level to better understand the identified reasons for substitutions.
3. Meet with lead faculty in PSYC and SOCI to discuss the course objectives of each diversity course, and explore the similarities and differences between courses to ensure the needs of future educators are being met.

4. Explore opportunities to ensure that teacher education candidates achieve similar preparation for classrooms through different approaches and methodologies.

5. Establish a process and timeline for semester and annual meeting or review—as faculty leads or through CTE ad hoc committee—to ensure that the approved PSC diversity courses continue to meet the needs of all teacher education candidates.