NCATE Exhibit 4.3.b

Undergraduate Initial Licensure Program Diversity Requirements

Catalog descriptions for the undergraduate required diversity courses for IETP and Secondary students are below:

EDUC 4/613 Education for a Changing World: *Examines multicultural issues within a broad sociocultural context, focusing on cultural frames of reference for understanding* (IETP/Secondary Requirements)

EDRL 4/673 Methods for Elementary English Language Learners: *Systematic instruction to help ESL students adjust to school, acquire English for self-help and for extended interaction, and develop English for extended learning* (IETP only)

EDU 203 Introduction to Special Education: *Focus on teacher roles; foundation and characteristics of effective instruction of students with various disabilities, in general classrooms* (IETP only)

EDSP 411 Students with Disabilities: *Preparation of teachers to deal with assessment and program development for students with disabilities who are included in general education classrooms* (Secondary only)

Advanced program candidates in Elementary, Secondary, Educational Leadership, Literacy, Equity and Diversity, Special Education, and School Counseling are required to take a diversity course. The following is a list of the required diversity course(s) by program. Note that Equity and Diversity in Education and Special Education are not listed.

Advanced Degree Program Diversity Requirements

Catalog descriptions for the Secondary and First-Time Licensure required diversity courses are listed below:

Advanced Degree in Elementary Education
CTL 620 Socio-cultural Concerns in Education: *Analysis of equity issues in contemporary schools. Concerns relative to access, participation, and benefit are addressed in relation to education for culturally pluralistic student populations*
EDSP 611 Students with disabilities in General Classroom Settings: *Preparation of teachers to deal with assessment and program development for students with disabilities who are included in general education classrooms.*
EDRL 672 Elementary Methods for English Language Learners:

**Advanced Degree in Secondary Education:**
CTL 620 Socio-cultural Concerns in Education (see above)

**Educational Leadership:**
EL 734 Special Education Law: *Case law with special consideration given to litigation relating to students with disabilities and school officials*
Educational Leadership students take EL 703 School Curriculum in which they are asked to observe a school and then create a cultural competency narrative of the school they observed. In EL 715, Supervision and Instructional Leadership, students are asked to read a chapter from a book on diversity and discuss in class. In the discussion, students are asked to provide examples of what principals could do to identify equity issues and then what they could do to promote equity.

**Literacy:**
EDUC 680 Multicultural Concerns in Education: *In-depth comparative examination of issues related to educational equity and social justice in pluralistic communities in the United States and around the world*
EDRL 647 Literacy, Diversity, and Schooling: *Literacy issues for students for various cultures, socioeconomic situations, gender and language groups*

**School Counseling:**
CEP 751 Multicultural Counseling: *Special relational problems and process in counseling setting for effectively counseling special minority populations*

The Counseling program administers a questionnaire to current students, graduates, and supervisors every three years (see Standard 1). Among other things, the survey asks questions related to diversity such as (Q15) issues and trends in multicultural and diverse societies; (Q39) awareness of multicultural and gender issues effectively addressed by the University and State; (Q40) awareness of multicultural and gender issues effectively addressed by CEP faculty; and (Q41) awareness of multicultural and gender issues effectively addressed by CEP graduate students. Results from the 2013-2014 (N=32) questionnaire show that current students are satisfied with the training in diversity. Former students in CEP (N=58) also were satisfied with their training, and supervisors agreed that graduates of the unit’s counseling program were competently trained in diversity.