Report of the Center for Teaching and Learning Diversity and Equity Committee

HEEDING THE CALL TO ACTION

Taking the Initiative: Walking the Talk

Spring 2004
The Center for Teaching and Learning logo, adapted from a Pendelton Blanket “The Circle of Life or Elders Blanket”, represents our mission of “preparing facilitators of learning in a diverse world”. The design honors wisdom keepers who hand down knowledge to the next generation. It illustrates that people are interrelated and an equal part of the whole. The colors represent all humankind, mother earth, the sun, the stars, and the four directions of life. The spiral represents our constructivist acquisition of knowledge, skills, and dispositions, which evolve from meaningful experiences as assessed within the CTL’s programs as well as throughout life. This ancient symbol from America’s indigenous people best represents the CTL’s professional commitments, values and beliefs.

Across cultures stars have served as a compass, providing direction, guidance, meaning and explanation for generations; so too, with the Center for Teaching and Learning Diversity and Equity Committee. It symbolizes the moral compass that reminds each of us that all people, especially children, regardless of color, culture, gender, age, background or circumstance, when given a fair, equitable and inclusive environment and opportunity, will excel and shine brightly.
Center for Teaching and Learning Diversity and Equity Committee

Don Woodcock, Ph. D. (*Committee Co-Chair*)
Department of Curriculum and Supervision (CEPS)

Cory Gann, Ph.D. (*Committee Co-Chair*)
Department of Teacher Education Programs (CEPS)

Minerva Caples, Ph.D.
Department of Teacher Education Programs (CEPS)

Delores Cleary, Ph.D.
Department of Sociology (COTS)

Bobby Cummings, Ph.D.
Department of English (CAH)
Director, University Writing Project

Lisa Garcia-Hanson
Director of Admissions

Charles X. Li, Ph.D. (CAH)
Department of English

Andrea Bowman, Ph.D. (Professor Emeritus)
Department of Curriculum and Supervision (CEPS)

Center for Teaching and Learning Executive Council

Rebecca Bowers, Ph.D.
Dean
College of Education and Professional Studies

Liahna Armstrong, Ph.D.
Dean
College of Arts and Humanities

Meghan Miller, Ph.D.
Dean
College of the Sciences

James DePaepe, Ph.D.
Director
Center for Teaching and Learning

Virginia Erion, Ph.D.
Superintendent
Thorp School District
HEEDING THE CALL TO ACTION
Taking the Initiative: Walking the Talk
Report of the CTL Diversity and Equity Committee, Spring, 2004

Table of Contents
Introduction................................................................................................................................1

1. Charge:...................................................................................................................................1

2. METT Visit and Recommendations: .....................................................................................2


4. Recommendations for Infusing Cultural Competence Into the Professional Sequence: ......7
   Component 1: Pedagogy ..................................................................................................... 8
   Component 2: Prerequisite Knowledge Base ................................................................. 8
   Component 3: Dispositional Assessment ............................................................................ 9
   Component 4: Endorsement Content Area Diversity Requirement .................................. 9
   Component 5: Field Based Diversity Experience .......................................................... 10
   Component 6: Graduate Level Certification and/or Masters Degree Granting Programs 10

5. Institute for the Study and Development of Culturally Responsive/Relevant Education:....12

6. Concluding Vision: ..............................................................................................................17

References............................................................................................................................... 18

Appendixes ............................................................................................................................. 19

Appendix A: Multi-Ethnic Think Tank (METT) Meeting Notes ........................................... 20

Appendix B: METT Report: Institutional Recommendations derived from the Cultural
   Competent Continuum........................................................................................................... 24

Appendix C: Community College Diversity classes .............................................................. 26

Appendix D: Bibliography of References and Resources ...................................................... 29
List of Figures

Figure 1. Proposal for changes to Admission Requirements, Professional and Sequence, Content Area Certification and Exit from Professional Preparation Program .................................................................11

Figure 2. Institute for the Study and Development of Culturally Responsive/Relevant Education (ICREE) ..........................................................................................................................16
HEEDING THE CALL TO ACTION
Taking the Initiative: Walking the Talk

Report of the CTL Diversity and Equity Committee, Spring, 2004

Introduction
The CTL Diversity and Equity Committee convened for the first time in Jan., 2002, and has met consistently for the past two academic years. The work of our committee has been serendipitous with the 2003 “The Year of Diversity” focus launched by the President’s Office and realized in divergent venues throughout the university. These initiatives are in step with a critical imperative to take transformational action towards building a community of educators which is reflective of Washington State’s racial, ethnic, and cultural diversity, and which is dedicated to the erasure of racism, classism, sexism, and all oppressive institutions inside public academic domains. This report is divided into six sections representing key areas of consideration and attention by the committee: Charge of the committee, The METT visit and feedback, recommendations for recruitment, recommendations for infusing cultural competence into the Professional Sequence, establishment of an institute for the study and development of culturally responsive education, and a concluding vision of responsibilities that should be undertaken by the committee and the impetus for doing so.

1. Charge:
The official charge given to the committee, as found in the CTL Policy Manual reads:

“The Diversity Committee is charged by the Executive Board to develop a recruitment and retention plan, which will increase the number of candidates of color to approximate CWU’s share of the representative proportionality found in the state of Washington. In addition, the Diversity Committee will review data regarding curricula, field experiences and clinical practices relative to diversity and make recommendations for improvement”. (p. 10)

Understanding the scope of the issues presented to the committee within the charge, combined with explanatory and clarifying presentations made to the committee concerning both the charge and our role; the following issues became prime foci and encompass two key objectives: 1) to recruit, retain, and graduate students of color who are interested in pursuing careers in education, birth – 12th grade; 2) to promote diversity, cultural responsiveness, equity and multicultural education as integral educational components that are infused into policy, curriculum, and assessment of CTL programs. The multiple purposes of convening this committee were to attract diversity to campus; ensure that this is a place where a diverse student body wants to be, and to make certain that all education graduates were prepared to effectively facilitate the learning of the increasingly diverse P–12 student populations found in the state of Washington. The interrelatedness of these objectives is self-evident, and the areas of focus reflect the co-dependence of recruitment and responsiveness.
2. METT Visit and Recommendations:

   A team from the Multi-Ethnic Think Tank visited campus on Nov. 3rd, 2003. The METT position paper entitled “A Call to Action” sets forth its purpose in the following opening statement:

   There is a chronic academic achievement gap between white and racial and ethnic minority students. This crisis brought about the creation of the Multi-Ethnic Think Tank in 2000 as an historic alliance of the African American, American Indian /Alaska Natives, Asian Pacific Islander American, Hispanic, and low socio-economic communities in pursuit of an equitable, and culturally competent education system for all students. (p.3)

   The METT team issued a recommendation report, which consisted of a summary of breakout sessions during the visit, and a “Culturally Competent Continuum” model that can serve as a road map for organizational development (see appendixes A and B). Items # 1 and # 4 of the continuum capture the spirit of the full recommendation document and are highlighted as follows:

   #1. All divisions (units, programs, etc) must include minorities in decision-making positions and share power with them.
   #4. Diversity initiatives must contain a strong antiracism component.

   Break out sessions addressed four seminal questions and the METT report summarizes each focus group’s brainstorming and critical thinking. Key recommendations are listed below:

   1. How do we attract, retain, support, and ensure graduation of diverse students? (See Section 3, “Recommendations for Recruitment.”)

   2. How can we infuse programs with culturally diverse perspectives? (See Section 4, “Recommendations for Infusing Cultural Competence Into the Professional Sequence” and Section 5, “Institute for the Study and Development of Culturally Responsive Education.”)

      Become an institutional agent for change.
      Audit ourselves.
      Provide staff and faculty training.
      Develop Institute for culturally responsive education.
      Recruit faculty of color.
      Facilitate multicultural infusion across campus.
      Insure exposure to diverse populations in curricula and experiences.

   3. How can we facilitate the cultural responsiveness of future k-12 teachers?

      Cultural immersion experiences.
      Disseminate METT info.
      Focus on Parent Involvement in teacher education.
      Infuse culturally relevant pedagogy.
      Organize field placement practice to assure cultural diversity.
Pay attention to issues surrounding people with disabilities among diverse cultural communities.

4. **How can we best address the “achievement gap?”**
(See Section 4, “Recommendations for Infusing Cultural Competence Into the Professional Sequence” and Section 5, “Institute for the Study and Development of Culturally Responsive Education.”)

Put child in context of community and family.
Value strengths of community and home language.
Allegiance to high expectations and aspirations.
“Asset” instead of “deficit” model – address teacher beliefs.
Outreach to parents and families.
Commitment to family literacy.
Analyze overt/covert, unintentional racism.

The METT “Call to Action” Report (2002) is landmark not only in its unambiguous delineation of concrete steps to be taken, but also in its recognition of the interdependence of school district, state board, legislature, community, and higher education responsibility toward educational equity and justice. All stakeholders have been endowed with a manifesto that details specific actions, and also articulates the philosophical premise that cultural competence must be enfranchised as an “essential learning.” Such an “educational paradigm shift” compelled the Multi-Ethnic Think Tank to recommend the addition of a fifth state learning goal to be included in foundational framework of The Washington State Commission on Student Learning’s Essential Academic Learning Requirements (EALRs). The recommended fifth goal reads as follows:

Understand, accept and demonstrate the value of various cultures and heritages; become responsible and respectful citizens in multicultural settings; and use one’s cultural knowledge as a foundation to achieve personal and academic success.

(p. 6)

The Diversity and Equity Committee of CTL recognizes the authority inherent in the official canon of governmental statements and thus recommends CTL governance level endorsement of the fifth goal.

3. **Recommendations for Recruitment and Access:**

The prioritization of recruitment as the number one breakout session of the METT visit dovetails graphically with the importance that CTL places on attracting, retaining, supporting, and ensuring the graduation of a diverse student body of future K-12 educators. There is no dearth of attempts to appreciate and respond to the chronic barriers, which prolong and protract the “representation gap” in the demographics of Washington State’s current and projected teaching force. According to US census data the percentage of non-white teachers in public elementary and secondary schools in 1999-2000 totaled 14.2, while the percentage of non-white students totaled 33.7 (National Center for Educational Statistics). Statistics are striking in the State of Washington, where certified non-white
teachers totaled 6.7 percent in 2000 while the non-white student population was 24.7 percent (Guldin, 2002). However, the CTL Diversity and Equity Committee has undertaken a commitment to propose serious, thoughtful, creative, and especially doable recommendations which collectively hold the promise of effecting inroads in this seemingly intractable paradigm, and of moving CWU closer to a critical mass of diversity capable of self-sustaining momentum. Not every recommendation will be implemented. Each one is predisposed to the review and refinement of specialized CWU constituencies. As a compendium, the following 18 recommendations articulate an underlying premise that recruitment and retention is a matter of institutional will, diligent centralization of this goal, and continuous “out of the box” thinking. Furthermore, it is the conviction of the CTL Diversity and Equity Committee that recruitment goals of candidates from underrepresented groups must not reflect deficit models with regard to the dreams and aspirations of students and families. It is imperative that the university recognize and acknowledge that access in the form of equitable financial support is the primary mechanism for backing up lofty words with concrete policy. Diversification must recognize the confluence of recruitment, access, retention, and support as equal partners in institutional change. In this light, the committee puts forth the following recommendations:

**Recommendation 1.** Establish a full time Minority Recruiter position: fully funded, with an administrative budget. This staff person would maintain regular hours and responsibilities at the main campus and at each of the university centers.

**Recommendation 2.** Co-sponsor Teacher Recruiter / Teacher-in-Residence program. It is recommended that CWU will extend its partnership with the K-12 community by co-sponsoring a ½ Teacher Recruiter position to be filled by a veteran teacher in the Washington State public school system. This teacher would continue normal teaching duties on a ½ basis, and would also perform the following duties:

- develop in-school recruitment events such as fairs, open houses, information tables, and presentations to spark interest in teaching among minority students, and to disseminate information about financial aid, scholarships, and the economics of the field of education.
- create materials to be disseminated to minority parents and families.
- make contacts among student cultural organizations.
- attend and exhibit at career functions.
- identify and provide advisement to students who show promise as teachers.
- maintain ongoing contact with CTL faculty and administration.

**Recommendation 3.** Undertake a Minority Alumni Recruitment Initiative. Minority alumni spanning the past 10 years will be identified with the assistance of the admissions and registrar offices. A survey will be developed requisitioning ideas and help in recruitment efforts. Results will be tabulated and distributed to respondents. Recruitment events and activities will be devised based on alumni suggestions. For example, teams of alumni participate in a bandwagon recruitment tour which visits high schools and community colleges.
Recommendation 4. Establish a CWU / Community College Pre-Cohort Partnership.
In order to identify, advise, and support students of color who show interest in becoming K-12 teachers, The Diversity Committee recommends the formation of “pre-cohort” partnerships consisting of students at the beginning stages of post-secondary education. This program would be linked to funding sources for purposes of publicity and mentorship, and would coordinate with scholarship/financial aid opportunities targeted for diversity goals. The Pre-Cohort model can be articulated by the following components:

A partnership with selected community colleges. This partnership would be charged with the following tasks:

Recruitment
- Determine the number of cohort spaces (ie. 8 - 12).
- Publicize the cohort program to graduating high school seniors, new CC students, CC applicants, community centers, organizations, tribal centers, service agencies, school districts, etc.
- Conduct information sessions about: A. the process of becoming a teacher; B. the teaching profession.
- Identify potential applicants. Engage in a selection process (because of high interest).

CC Retention
- Pre-Cohort students (in coordination with CC and CWU advisors) will construct a CC program leading to a transferable degree. CWU prerequisites will be embedded in the two-year program.
- Occasional get-togethers of cohort students, CC faculty, and CWU faculty will provide support, problem solve, and track progress.
- Plans for WEST-B test registration and success will be formulated.
- Advisement for application to Teacher Preparation Program of CWU will be scheduled.
- Completion of CC transferable degree will lead to guaranteed place in a CWU teacher education program at a center or on main campus.
- Continued occasional get-togethers for support and formulation of field experience plans will be scheduled.
- Linkage to career placement counselors for information about job search, placement files, etc. will be facilitated.
- Evaluation and involvement of cohort students in recruitment of new Pre-Cohort Cohorts will be conducted.

Recommendation 5. Collaborate with Minority Student Organizations. CTL will maintain organized contact with all campus cultural and ethnic student organizations to communicate about recruitment efforts and to solicit ideas and help.

Recommendation 6. Develop and Maintain a Diversity Education Center in collaboration with the University Diversity Education Center.

Recommendation 7. Collaborate with High School Teaching Academies. Representatives of CTL will contact academy coordinators in order to provide information about CWU
diversity goals, and to generate ideas for collaboration. Such academies exist at high schools in the Federal Way School District, Highline School District and others.

**Recommendation 8. Initiate Departmental Faculty Outreach.** CTL will contact faculty of color across departments to provide background, strategies, and petition for outreach into communities of color. Faculty will set in motion in an organized way connections with their wide ranging networks in order to convey CTL’s commitment to diversity. Pre-established standards of merit will be devised in order to affirm and acknowledge this critical but time consuming aspect of faculty load.

**Recommendation 9. Coordinate and Publish an Academic Cultural Calendar** of state wide cultural association conferences, meetings, fairs, and events (such as the Black Educators Association Conference). CTL will set as and facilitate the goal of consistent CWU attendance and representation.


**Recommendation 11. Connect with and coordinate efforts with CAMP (College Assistance Migrant Program).**

**Recommendation 12. Develop an “Access to Faculty of Color” Program** across departments and throughout the campus. A combination of social gatherings, symposiums, and informal mentoring meetings will take place on an ongoing basis in order to build community among students, staff and faculty of color. A policy level system of merit reward will be instituted for faculty who participate in advisement, recruitment, and mentorship which contributes to the dimension of diversity, equity, and cultural pluralism.

**Recommendation 13. Conduct Outreach to Extended Families** of current students including parents and grandparents. Widen this outreach to strive for a “gathering of elders” model in which leaders of different communities of color are solicited for ideas about sparking interest in teaching among young students.

**Recommendation 14. Explicitly Enunciate Recruitment** as an item of service in the reappointment, merit, promotion, and tenure protocol, with appropriate value assigned to this essential work.

**Recommendation 15. Promote and prepare for future links** with appropriate programs, schools, and universities internationally.

**Recommendation 16. Develop student and faculty exchange programs** with culturally specific colleges and universities including historically traditional African American, American Indian, and Hispanic institutions.
Recommendation 17. Develop pipelines with Washington state community colleges which have substantial international student communities.

Recommendation 18. Solicit, sponsor, and host gatherings of educators and organizations dedicated to multicultural and culturally specific education.

4. Recommendations for Infusing Cultural Competence Into the Professional Sequence:

In the spirit of institutional transformation and the commitment to identifying and developing “centers of excellence”, the CTL Diversity and Equity Committee puts forward the following recommendations that effectively align CTL with the new NCATE Standards, INTASC Standards, NBPTS Core Principles, AACTE Multicultural Knowledge Base Standards, State of Washington Teacher Preparation and Certification Requirements (WAC’s), and pending legislation that would charge teachers with the responsibility of more equitably and effectively addressing the learning needs of all students in the state.

Recognizing that the frameworks listed above provide mandated standards for guiding, assessing, and measuring CWU graduates’ achievement of required knowledge, skills, and dispositions, and that these standards when properly addressed and implemented reflect CTL as well as university commitment to a climate of acceptance, civility, understanding, and preparation of all students for the diversity found in the schools of the State of Washington, it is our strongly held belief that the make up of our CTL programs, as presently constituted, limit their attractiveness to individuals from communities representing racial and ethnic minorities and other historically marginalized groups. It is further acknowledged that students, too often, lack the necessary cross cultural foundational knowledge base and or dispositions, prior to admission to teacher education and other professional educational programs, in order to construct appropriate skills and pedagogical strategies towards inclusive teaching. Such foundational gaps serve to further marginalize diverse populations. While anecdotal examples of strong preparation for diversity can surely be distinguished and enunciated, CTL commitment to the standards cited above must be measured by the scope and sequence of a deliberate and organized plan of cultural awareness and competence development. Such a program must reflect the multidimensionality of course work, practical and real world experience, and assessment.

Therefore, The Diversity Committee proposes changes in the CTL policy on Multicultural Education (6.6), which will articulate a broadened multicultural general education foundation prior to Teacher Preparation Program admission, the ascendancy of culturally responsive dispositions as integral to successful teaching, the imperative of practical experience working with diverse populations, and the need for required course work in the pedagogy of multicultural, cross cultural and culturally responsive education.

The recommendation for changes in CTL policy consist of five components (see Figure 1 for a detailed schemata).
Component 1: Pedagogy
Policy:
The professional sequence for teacher certification shall require an upper division education strand consisting of a minimum of six credits of social cultural education study to be met by EDCS 431 (3 credits) and three credits dedicated to strategies for effective instruction with ELL students.

Purpose:
The purpose of this component is to ensure that students certified from the Center for Teaching and Learning entering teaching, educational administration, education counseling, psychology, and other education related fields are prepared to understand the complexities of a multicultural society, and to prepare curricular methods and materials that promote transformative education in the context of diversity. This policy change recognizes that all future educators must recognize that relationships, dispositions, and respect for communicative style are at the core of “facilitating learning” in a culturally competent way.

Component 2: Prerequisite Knowledge Base
Policy:
Admission to the Teacher Preparation Program shall require the successful completion of a minimum 12 credit sociocultural and diversity component, which may be satisfied by cross-departmental classes (or their community college equivalencies) as designated by CTL. This prerequisite sequence includes but is not limited to the following list of classes:
Anth 130 - Intro to Cultural Anthropology
Anth/Com 302 – Intercultural Communications
Anth 356 - Gender Roles in Cross-cultural Perspective
Com/Anth 302 - Intercultural Communications
ETS 101 – Ethnic Awareness
ETS 355 - Minority Experiences
Psy 483 - Psychology of Women
Soc 340 – Social Interaction
Soc 355 – Culture and Personality
Soc 356 – Sex Roles in Society
Soc 365 – Minority Groups
Soc 399.1 – Seminar on Racism
Soc 445 – Social Inequality
(See Appendix C for list of community college courses which satisfy this requirement).
Purpose:
The purpose of this component is to ensure that students certified from the Center for Teaching and Learning enter teaching, education administration, education counseling, psychology, and other education related fields, prepared to understand the complexities of a multicultural society, and to ensure that students have engaged in a multidimensional and interdepartmental examination of culture, context, and diversity prior to the commencement of education classes.

Component 3: Dispositional Assessment
Policy:
Candidates for certification and degrees in education will be assessed at the beginning and end of their program in order to demonstrate dispositional competency with regard to cultural difference, context, and institutional change and transformation. Reliable instruments will be utilized to assess dispositional growth and preparedness for joining a diverse teaching corps entrusted with the mission of facilitating learning in a diverse world.

Purpose:
The purpose of this policy is to ensure: that candidates have developed the affective and cognitive tools necessary to teach in culturally sensitive ways; that candidates have reflected about identity both personally and socially especially as it relates to success in educational institutions; and that candidates recognize transformation as an enduring and tangible characteristic of educational settings. Moreover, dispositional analysis will provide a feedback loop to the CTL for the purpose of identifying areas of needed focus and growth.

Component 4: Endorsement Content Area Diversity Requirement
Policy:
Substantive and relevant content preparation that is inclusive of the cultural knowledge bases, understandings, experiences and voices reflective of American Indian/Alaskan Native/First Peoples, African American, Hispanic, Latino/a, Asian Pacific Islander Americans and Low socioeconomic status and other marginalized populations found in the State of Washington’s school system (P-12) shall be required and evidenced in the specific endorsement content area preparation of each candidate for certification and degrees in education.

Purpose:
The purpose of this component is to ensure that students certified from the Center for Teaching and Learning entering teaching, educational administration, education counseling, psychology, and other education related fields are prepared to understand the complexities of a multicultural society, and to prepare curricular methods and materials that are content inclusive and promote transformative education in the context of diversity. This policy affirms that subject matter knowledge is socially and individually constructed; it is not neutral. It must take into account multiple traditions and perspectives. The inclusion of cultural knowledge and understandings supports the belief that cultural diversity is a problem-solving resource, not a problem to be solved. A mixed infusion and separate course model within endorsement/content areas is encouraged to expand the knowledge base of candidates.
Component 5: Field Based Diversity Experience
Policy:
Candidates for certification and degrees in education will demonstrate and document field experience that is reflective of the ever-increasing diversity of Washington State. This requirement may be met through practicum, student teaching, community service or other placements that are made with the deliberate purpose of ensuring a diverse experience for each student.

Purpose:
The purpose of this policy is to provide candidates with an immersion in the everyday, on-going, and hands-on relationships which are the authentic learning experiences about diversity, difference, respect, change, and aspirations towards attainment of individual and community potential.

Component 6: Graduate Level Certification and/or Masters Degree Granting Programs
Policy: All Graduate level programs in education-related fields, including but not limited to educational administration, professional recertification, educational psychology, psychology and counseling, reading specialization, library and media specialization, masters of education (all degree areas), shall parallel the transformative intent and spirit of the above components. These programs shall address diversity by including course work requirements leading to sensitivity of and competence in identifying and working with issues related to diverse populations. Examples of such courses are EDF 507, “Studies and Problems in Intercultural Education” and PSYCH 574, “Multicultural Counseling” and others that will evolve out of the proposed institute (ICRRE, see Section 5.)

Purpose:
The purpose of this policy is to acknowledge that graduate level programs maintain a special responsibility as the engines of leadership in teaching and learning. Candidates at the graduate level will ultimately find themselves in gatekeeper positions to advance or impede institutional prioritization of cultural responsiveness.
Figure 1. Proposal for changes to Admission Requirements, Professional and Sequence, Content Area Certification and Exit from Professional Teacher Preparation Program

12+ CREDITS
General Education Diversity Requirement
- Requirement for Admission to Education Program
  (see attached recommendation)

Dispositions Pre Assessment Requirement
- Requirement for Admission to Education Program

Knowledge and Disposition Assessment and Analysis

PROFESSIONAL SEQUENCE: ADDITIONS AND CHANGES
- Change: EDCS 431 - Stand alone requirement of all students
- Additions: EDBL or EDCS - Strategies for effective ELL Instruction

Endorsement Area Requirement
- Requirement: All endorsement areas must include an identifiable Diversity component in their course of study separate from professional sequence requirements.

Field Based Diversity Experience Requirement
- Required for completion and certification
  - Pre Autumn
  - Practicum
  - Service Learning
  - Student Teaching

Dispositions Post Assessment Requirement
- Required for completion and certification

FEED BACK LOOP
- Knowledge, skills, post assessment and analysis

Initial Teacher Certification
Graduation

Knowledge, skills, pedagogy, dispositional development and application
5. Institute for the Study and Development of Culturally Responsive/Relevant Education:

RATIONALE

In light of the systemic failure of educational institutions, throughout the nation and the State of Washington, to effectively address the symptomatic inequities as evidenced by the academic “achievement gap”, new approaches and inquiry must be undertaken to ensure student success at all academic levels. What is evident is that the Euro-centric educational paradigm has failed students from culturally diverse and historically marginalized populations. Assumptions of cultural deficit, cultural disadvantage, “color blindness”, and genetic, cultural, and gender inferiority are inherently racist, sexist and classist. Such predispositions serve no purpose other than to patronize, deprive, stigmatize, oppress, and exclude growing numbers of children and their families from their cultural birthrights, equitable education, and ultimately equal opportunity in the world of the 21st Century.

In the educational arena, hypotheses abound as to the intransigence of hegemonic discourse. Lack of caring, an inability or unwillingness to affect trans-cultural communications, resistance to culturally inclusive curriculum, and an averseness to addressing and transforming instructional practices have all been advanced as barriers which explain the lack of progress. What is evident and transparent is that the abysmal results of these institutionalized and personalized mindsets serve to justify and warrant change. Such change must be grounded in creativity, innovation, adaptation, research, best practice, modeling, information gathering and dissemination, and assessment. Doing the “same old, same old” will leave children behind and perpetuate a history of inadequate yearly progress.

VISION

To address the identified issues of needed educational reform and transformation, the CTL Diversity and Equity Committee proposes the establishment of an Institute for the Study and Development of Culturally Responsive/Relevant Education (ICRRE)

We envision this Institute (ICRRE) as a multifaceted, multicultural, multidimensional and ultimately multidisciplinary body housed within the College of Education and Professional Studies (CEPS) and serving as an integral part of the Center for Teaching and Learning (CTL). Within the Institute five initial but primary diverse populations will serve as foci of concern. These groups are represented throughout Central Washington and in areas where CWU has a presence and an educational impact: American Indian/Alaskan Native/First Peoples; Hispanic/Latino/a; African American; Asian Pacific Islander American; and Low socio-economic and historically marginalized Americans.

Collaboration, combined with direction, influence, guidance, and priority setting from each primary identified group is critical to the success of what is proposed. Further, representatives from each of these groups shall make up the core faculty of the Institute so as to ensure the effective collaboration with those populations and the integrity of the Institute itself.
Because each target population is unique and diverse within its own right, each will likely have different needs, priorities, agendas and strategies. To this end, each target group component should be a relatively autonomous unit within the Institute (see Figure 2) with a primary goal of ensuring that its children and populations are effectively served and equitably treated in the state’s education system.

Collaboration with University departments, endorsement programs including the respective secondary education content areas, education majors and minors, and graduate level programs is critical in order to maximize the impact of an ICRRE on campus and to guarantee that services are accessed and utilized. An underused or neglected institute would weaken rather than energize the move to diversity infusion. It is recognized that content area departments bring essential perspectives to the construct and evolution of an institute that promises to function as a key body within CTL. Anticipating a vital relationship between ICRRE and CTL constituencies, it is proposed that the development of mechanisms to promote collaboration become a major focus of continued Diversity and Equity Committee work and attention, and that this report shall be followed by additional proposals for ICRRE interface with teacher preparation programs.

Table 1 outlines the elements, target units, intersecting issues, and structural needs of the ICRRE proposal.

Table 1. Institute for the Study and Development of Culturally Responsive/Relevant Education

ELEMENTS:
- Community outreach, involvement & input
- Academic instruction
- Professional development
- Staff development
- Curriculum development, analysis, review & revision
- Competency identification and development
- Assessment
- Research & publication
- Develop publications & journals
- Resource center database
- Clearinghouse
- Develop, document & house exemplar examples of culturally responsive pedagogy and practice. Develop a video/dvd catalog.
- Technology- infusion into appropriate instructional delivery and training, research and documentation.
- Develop videotaped models of what constructivism, real pedagogy, culturally responsive pedagogy, multicultural education and attendant best practices look like in real world settings.
- Create website for information dissemination and possibly instruction and consultation.
- Create a working and shared model of a “Multicultural Community of Learners” that is built upon the tenets of Knowing, Respecting, Caring and Sharing.

**TARGET (GROUP) UNITS:**
- African American
- American Indian/Alaskan Native/First Peoples
- Asian Pacific Islander American
- Hispanic/Latino Americans
- Low Socio-economic Status
- Anti-Biased, Anti-Racist, Anti-Sexist Education

**INTERSECTING ISSUES:** (Priorities to be determined by individual target group units and emanating from identified core Values, Virtues, Traditions and Heritage).
- Culture: Traditional, transitional, assimilative
- Congruence of cultural worldview (philosophy?) with formal education and practice.
- Culture-based learning/teaching practices (transmission)
- Cultural competence and proficiency
- Language, communication & literacy
- Native language maintenance, development, and support
- Identity development
- Economic structures and class: ie.-Poverty, development
- Age
- Gender
- Sexual orientation
- Geographic place: Urban/Rural/Suburban
- Immigration and emigration
- Student learning and academic achievement and assessment
- Racism, prejudice, bias, discrimination, marginalization
- Legal status and relationships
- Internalized/Externalized: Oppression/Dominance
- Anti-bias, unlearning white superiority
- Leadership
- Educational connections
- Cross-cultural communications

**STRUCTURAL NEEDS:**

**STAFFING**
- Faculty of Color (external [new hires] & internal [present faculty])
- Support Staff of Color
- Grant writer(s)

**FUNDING**
- Base university hard money support (initially 6 new tenure track faculty positions)
- 1 per target group unit
- Base university hard money support for Institute Director
- Soft money supported faculty and research assistants
- Administrative and clerical support (hard money)

FACILITIES
- A centralized physical location and unique facility
- Office equipment
- Communication equipment
- Computer and other technology equipment

Regional partnerships with institutions, communities and target groups.
Figure 2. Institute for the Study and Development of Culturally Responsive/Relevant Education (ICREE)
6. Concluding Vision:

Assessment

The recommendations set forth in this report represent ambitious initiatives in pursuit of exemplary compliance with legislative and accreditation standards cited above, as well in authentic response to the Multi-Ethnic Think Tank vision for CWU’s teacher preparation system. Ongoing, dispassionate, constructive, and reliable assessment of changes and outcomes is essential in order to insure that the transformations outlined in this document are meaningful and have impact. Assessment must be carried out at the level of at least two planes: 1) programmatic and institutional projects which include but are not limited to recruitment, infusion into the professional sequence (and its various components), and the proposed institute (ICRRE), and 2) the individual student’s preparation and readiness for teaching in a diverse world. It is the recommendation and intent of the CTL Diversity and Equity Committee that assessment of commitment to and progress made towards addressing initiatives as they are adopted, enacted or modified, assessment of extant program sequences, and assessment of candidates’ knowledge, skills, and dispositions shall be priority focuses of committee work in the next biennium. Such work will include the development of ongoing assessment mechanisms that give voice to the perspective of all university and community constituencies.

Conclusion

The year 2004 marks the 50th anniversary of the Brown vs. the Board Supreme Court decision that forever changed the landscape of the movement towards education grounded in principles of equity, justice, and respect. However, as Dr. Walter Leonard reminded the CWU community in a half-centennial commemoration speech on May 11, 2004, it is a landscape in continuous need of tending and cultivation. Dr. Leonard’s closing words were that:

Brown (vs. the Board) is saying “I’m still alive, but I’m not there yet. If I’m to get up and walk, this generation will have to help me”… If we abandon the spirit of Brown we shall have told the next generation you need to start another revolution, for we are moving rapidly toward abandoning the principles upon which the nation was founded.”

Dr. Walter Leonard
May 11, 2004
McConnell Hall
Central Washington University

The university academy possesses a history of fits and starts in its efforts, exhilaration, and initiatives, countered as well by negligence, frustration, and back pedaling, all in address of a four word vision simple to articulate: quality education for all. The proposals set forth in this document manifest a corollary and equally simple truth: such a vision has moved to the realm of imperative. It is in that spirit that the CTL Diversity and Equity Committee offers its recommendations in hope and trust.
References


National Center for Educational Statistics.  
[www.ed.gov/NCES](http://www.ed.gov/NCES)
Appendixes
Appendix A:
Multi-Ethnic Think Tank (METT) Meeting Notes

Central Washington University
Recruiting, Retaining, Graduating (On-time) Students of Color
November 1, 2002
Notes

1. How do we attract, retain, and support and ensure graduation of diverse students?

Attract
More diverse faculty than past (affects attraction/retention curriculum revision)

Retain
- Student support services for 200 it serves
- DSS (office) needed
- Trio programs
- Provide minimal scholarships
- Clubs/organizations (Gala, BOD, Honors groups)
- Opportunities for student leadership
- International programs (exchange service learning opportunities)
- Having mentors (faculty of color)

Support

Ensure graduation
BOT/Pres/Cabinet
- Spaces
- Offices
- Resources
- Staffing

Overriding concern:
- Lack of ongoing systemic commitment and support for attracting, supporting, retaining, and ensuring graduation of diverse students.

Attract
- “not very well”
- Admissions outreach partnerships (gear-up, MESA)
- MECCH & BSU work w/admissions re recruitment
  - Few multicultural programs
  - Not very diverse student body, staff
  - Perceptions of Ellensburg as “conservative”, “cowboy”, “hick”, “rural” – town and gown
Retain

• EOC
  o Bilingual parents nights
  o Waivers for tests
  o Target community org. and partnerships

• Some departments
  o Adopted multicultural graduation requirements for majors

• Res. Life
  o Learning and living communities addressing diversity

• Strategic Plans
  o Claim goal of attracting (every dept.)
  o Univ. mission (though not #1) (couched as civility)
  o Language Issue
    Diversity – Civility
    Tolerance – acceptance
  o Student VP for Diversity and Equity
  o Prof. Position for diversity director (open for a while, filled now 4 years)

2. How can we infuse programs with culturally diverse perspectives?

1. Become an institution agent for change
   • Audit ourselves
   • Training (Staff training of faculty)
   • Develop institute for culturally responsive ed in CTL
   • Share a common language across disciplines (Institutionalize it!)
   • Recruit faculty of color & train faculty who are not from groups of color

Institutional Expectations
   • Follow up & Accountability: Infuse diversity into everything

1. Institutional Cultural Change
2. Become Cross Disciplinary
3. Multicultural infusion in everything so it is the culture of the campus
4. Multiple Levels of Responsibility & Accountability – from the top down to the students
5. Stated and applied standards reflected in curricular requirements, faculty, and administrative evaluations – performance standards for the pre-service teachers.

Partnerships
6. Address respect & worthiness issues in/among students, faculty
7. Exposure to diverse populations, settings in curricula & experiences
8. Re-examine learning/teaching paradigms that are too disciplinary specific
9. Separate content and pedagogy
3. How can we facilitate the cultural responsiveness of future k-12 teachers?

- Cultural immersion experiences
  a. Parent / Teacher
  b. Faculty teaching would have the immersion experience

- Some kind of recognition that a teacher has studied w/ a focus on a particular culture
- Get the info out on the METT to the people that need it.
- Encourage service learning in connection to cultural immersion
- A focus on involving parents for teacher education
  - Parents themselves do not have the level of education their children are trying to achieve.
  - Some children do not get the same “enrichment that other populations do.
- Train teachers where they are. (culturally, physically)
- How much emphasis is placed on paradigm construction
  o Creativity in creating new paradigms.
- Make sure we have students from diverse cultures on campus.
- Encourage and support the various culture clubs on campus.
- Need mentors to assist the underrepresented
- Social services uses the “Link” Program (Service learning and study abroad)
- Teaching how to establish learning communities in the classroom.
- Frame education schedule to accommodate the culture community pattern of the children.
- Think “Outside the box”
- Need to raise awareness
- Use of culturally relevant pedagogy
- Change placement practice & assure cultural diversity
- Stipends for teachers to go into cultural communities during breaks/vacations
- Lack of role models…need to find ways to get more role models
- What about the issues surrounding people with disabilities among the diverse cultural communities.
- Solicit feedback from students with disabilities regarding rights, protections, and needs.
- What’s the link between teacher retention & teacher effectiveness.
  “Surviving the multicultural classroom.
- Educational partnerships abroad. Study abroad opportunities during breaks
- Takaki’s model of comparative courses cross cultures.
- Program needs to be holistic.
Themes:
- Involvement of parents in the process
- Prepare students to work with parents
- Exposure to & experience w/ diverse cultures through immersion opportunities
- Holistic perspective
- Go where the student/teacher of diverse cultures are at.
- Teacher training in cultural diversity

4. How can we best address the “achievement gap”?  
- Put child in context of community & family, individualization, getting rid of generalizations, strategies based on individual needs (learning styles)
- Valuing strengths of community
  o Seek input – what’s relevant to community
  o Learning w/in own language
- Look at children’s geniuses
- Aspirations, expectations of children (what happens over time?) familiar, community
- Models of people making it.
- Every classroom a gifted classroom “A rising tide lifts everyone”
- Outreach to parents/family involvement support
- Parent Center/Rm. – w/parent technician
  o Survey different classes for parents
  o Home visits – connected with social services

P/T conference

Link with School, health, social services

- Continuing to focus on what we want students to learn to do. (Build programs to support)
- Raise literacy skills of parents
- Best teachers in schools / classroom ID A, G is obvious.
- To have skills / knowledge
- Where graduates are, where headed and why (i.e. communities)
- What’s happening with teacher certificate (valid, reliable strong mentoring program partner w low achieving
- A rule – probationary 2 yr. Period
- Culturally relevant materials (needs)
- Financial considerations
- Train teacher to community research
- Understand gaps in all measures of power (racism, access to power, how sustained)
- Address teacher beliefs (weather or not students of color can learn)
- Work w/ overt/covert unintentional racism (harmful conformist)

Challenge ELL perspectives (low-achievers?)
Appendix B: METT Report: Institutional Recommendations derived from the Cultural Competent Continuum

Cultural Competent Continuum

Goals and responsibilities in developing a culturally responsive organization

1. All divisions must include minorities in the decision-making positions and share power with them.
2. Constructing diversity programs and practices with the same economic and maintenance priorities as other valued aspects of the organization is important.
3. Programs need to be implemented that directly attack the biases, prejudices, and stereotypes of mental health (education) administrators, staff, and professional workers.
4. Diversity initiatives must contain a strong antiracism component, or they will not be successful. Eliminating prejudice and discrimination is not simply an acquisition of new knowledge and information (cognitive exercise). If that were the case we would have eradicated racism years ago.
5. Euro-American mental health (education) professionals need to realize that they have directly or indirectly benefited from individual, institutional, and cultural racism. While many Whites may acknowledge that minorities and women are placed at a disadvantage in the current system, who realize or recognize White privilege (i.e. invisible systems that confer dominance on Whites).
6. While no one was ever born wanting to be biased or prejudiced, White Euro-Americans have been socialized in a racist society and need to accept responsibility for their own racism and to deal with it in a non-defensive, guilt free manner.
7. Movement toward valuing and respecting differences, becoming aware of one’s own values and biases, becoming comfortable with differences that exist in terms of race and culture, among other characteristics, is essential.
8. Receive training in organizational development; broaden your definition of the helping (education) role to include systems intervention.
9. Understand that not only are your clients (students and families) potentially affected by oppressive systems, but you and other and mental health practitioners (professional educators) are like wise affected.
10. Finally, develop a repertoire of systems intervention skills. Don’t get trapped into only the narrowly defined roles of “clinical work” (certificated, classified, administrator, policy maker, etc.) (Counseling the Culturally Diverse Student – Sue - p 454-455) Script my emphasis

Adapted from Models of Multicultural Organizational Development
“Counseling The Culturally Diverse – Theory and Practice “
Derald and David Sue

24
Cultural Competence Continuum

Cultural Destructiveness –
- Culture/race based oppression
- Forced Assimilation
- Forced Segregation

Cultural Incapacity –
- Biased toward the racial/cultural superiority of the dominant group – white only
- Discriminatory hiring
- Lower expectation of minority group

Cultural Blindness -
- Treat all people the same
- One way to do things
- Sees negative only
- Fixation on getting the numbers right
- Goes by the law

Cultural Precompetence.
- Has a strategic plan to recruit, develop and retain minority staff
- Assesses capacity to serve minorities and developing a multicultural staff
- Provides professional development for all staff to develop skills in addressing minority issues
- Minorities are placed in high decision making positions with sufficient resources to meet unique needs of minorities

Cultural Competence –
- Continuous self assessment regarding culture competency
- Institution has a diverse staff at all levels.
- Staff at all levels have cross cultural skills
- Staff are multilingual and resourceful enough to meet needs of all students.

Cultural Proficiency -
- Staff has high level of multicultural competence
- Cultural competency action research is conducted and developing new teaching strategies based on culture
- Disseminates the results of research
- Advocates social responsibility to fight social discrimination and advocate social diversity in all forums.
- Persons with cultural competency skills are highly sought for employment
- Cultural competency skills training are provided for all staff

Adapted from Models of Multicultural Organizational Development
“Counseling The Culturally Diverse – Theory and Practice “
Derald and David Sue
Appendix C:
Community College Diversity classes

Attendant to proposed Section 4, Component 2: Prerequisite Knowledge Base, community colleges that serve as feeder sites to Central Washington University off-campus Center Education programs, often offer socio-cultural and diversity focused classes that could serve to meet the proposed prerequisite knowledge base requirement. Where specific equivalencies with University offerings are found, they should be deemed acceptable for meeting the proposed requirement. Many community college classes that might otherwise meet the proposed socio-cultural and diversity requirement but have no University related equivalent should be considered valid and further serve as impetus for the development and expansion of like or similar University curricular offerings.

A survey limited to the community college catalogs, where Central Washington University has Center sites, found the following listed course offerings and catalog course descriptions that may, would or could meet proposed expectations:

Big Bend Community College (BBCC)

Anthropology 210 – Cultural Anthropology 5cr
Humanities 214 - Diversity Issues: Race, Class & Gender 5cr
Sociology 270 - Social Problems 5cr

Edmonds Community College (ECC)

Anthropology 120 - Cultural Anthropology 5cr
Communications 101 - Intercultural Communications 5cr
International Studies 202- Cultural Interactions 5cr
Sociology 115- The Sociology of Gender 5cr
Sociology 125- Race and Ethnic Relations 5cr
Sociology 210- Sociology of Social Problems 5cr

Green River Community College (GRCC)

American Ethnic and Minority Studies 100-
  Introduction to Ethnic and Minority Studies 5cr
American Ethnic and Minority Studies 215-
  Northwest Coast Indians : The Nu-Chah-Nulth 5cr
Anthropology 202-
  Cultural Anthropology 5cr
Humanities 190-
  Latin American Culture through Literature 5cr
Philosophy 206-
  Philosophical Issues in Sex and Gender 5cr
Sociology 201 -
  Social Problems 5cr
Sociology 220 -
  Sex and Gender in Society 5cr
Highline Community College (HCC)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>120-</td>
<td>Cultural Anthropology</td>
<td>5cr</td>
</tr>
<tr>
<td>Business</td>
<td>207-</td>
<td>Cultural Awareness &amp; Business Protocol</td>
<td>2cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>115-</td>
<td>Society and the Arts</td>
<td>5cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>135-</td>
<td>African American Experience I</td>
<td>5cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>136-</td>
<td>African American Experience II</td>
<td>5cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>137-</td>
<td>African American Experience III</td>
<td>5cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>155-</td>
<td>Native American Studies</td>
<td>5cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>156-</td>
<td>Northwest Native Peoples</td>
<td>5cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>160-</td>
<td>Social Issues</td>
<td>5cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>175-</td>
<td>The Latino Experience</td>
<td>5cr</td>
</tr>
<tr>
<td>American Ethnic and Minority Studies</td>
<td>205-</td>
<td>Asian American Studies</td>
<td>5cr</td>
</tr>
<tr>
<td>Human Services Technology</td>
<td>260-</td>
<td>Culturally Competent Practice</td>
<td>3cr</td>
</tr>
<tr>
<td>Literature</td>
<td>225-</td>
<td>American Ethnic Literature</td>
<td>5cr</td>
</tr>
<tr>
<td>Literature</td>
<td>235-</td>
<td>Maiden Voyages</td>
<td>5cr</td>
</tr>
<tr>
<td>Music</td>
<td>110-</td>
<td>Music Cultures of the World</td>
<td>5cr</td>
</tr>
<tr>
<td>Psychology</td>
<td>125-</td>
<td>Psychology of the Sexes</td>
<td>5cr</td>
</tr>
<tr>
<td>Psychology</td>
<td>130-</td>
<td>Death Across Cultures</td>
<td>5cr</td>
</tr>
<tr>
<td>Sociology</td>
<td>130-</td>
<td>American Diversity</td>
<td>5cr</td>
</tr>
<tr>
<td>Speech</td>
<td>200-</td>
<td>Intercultural Communication</td>
<td>5cr</td>
</tr>
</tbody>
</table>

Pierce College (PCC)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>104-</td>
<td>The American Mosaic- The cultures of the United States</td>
<td>5cr</td>
</tr>
<tr>
<td>Anthropology</td>
<td>165-</td>
<td>Cross Cultural Studies I</td>
<td>3cr</td>
</tr>
<tr>
<td>Anthropology</td>
<td>166-</td>
<td>Cross Cultural Studies II</td>
<td>3cr</td>
</tr>
<tr>
<td>Anthropology</td>
<td>167-</td>
<td>Cross Cultural Studies III</td>
<td>3cr</td>
</tr>
<tr>
<td>Anthropology</td>
<td>204-</td>
<td>Women in Cross Cultural Perspectives</td>
<td>5cr</td>
</tr>
<tr>
<td>English</td>
<td>206-</td>
<td>Introduction to Native American Literature</td>
<td>5cr</td>
</tr>
<tr>
<td>English</td>
<td>207-</td>
<td>Native American Literature</td>
<td>5cr</td>
</tr>
<tr>
<td>English</td>
<td>208-</td>
<td>Native American Literature to 1900</td>
<td>5cr</td>
</tr>
<tr>
<td>English</td>
<td>209-</td>
<td>Native American Literature 1900-1970</td>
<td>5cr</td>
</tr>
<tr>
<td>Humanities</td>
<td>105-</td>
<td>Black Thought and Culture</td>
<td>5cr</td>
</tr>
</tbody>
</table>
Humanities 106- Ethnic Thought and Culture 5cr
Humanities 107- Native American Legends and Performance 5cr
Humanities 108- Korean Thought and Culture 5cr
Humanities 140- Conversations in Conflict Studies 2cr
Social Service Mental Health 168-
Survey of Native American Healing Methods 3cr
Sociology 220- Gender Roles in Society 5cr

Wenatchee Valley Community College (WVCC)

Anthropology 202- Socio-Cultural Anthropology 5cr
Anthropology 220- Cross-Cultural Studies
Anthropology 230- Cultures/First Peoples of the Plateau Region 5cr
History 210- Native American History 5cr
History 230- History/First Peoples of the Plateau Region 5cr
Philosophy 230- Philosophy of the First Peoples of the Plateau Region 5cr
Sociology 135 Sociology of Women 5cr
Sociology 151 Sociology of Race & Ethnic Groups 5cr

Yakima Valley Community College (YVCC)

Anthropology 102- Cultural Anthropology 5cr
Chicano Studies 112- Chicana/o Experience in Contemporary Society 5cr
Chicano Studies 115- La Chicana 3cr
Chicano Studies 120- Chicana/o Art and Culture 5cr
Ethnic Studies 101- American Ethnic Minorities 5cr
Ethnic Studies 105- Ethnic Women 3cr
Ethnic Studies 107- Race and Ethnic Relations 2cr
Ethnic Studies 120- African American Experience 3cr
Ethnic Studies 145- U.S.- Indian Relations
Ethnic Studies 180- Ethnic Cultures I 2cr
Ethnic Studies 181- Ethnic Cultures II 3cr
Ethnic Studies 203- Ethnic Story Telling 3cr
Philosophy 167- World Philosophy 5cr
Sociology 110- Sociology of Sex and Gender 5cr

It should be noted that due consideration should be given to similar socio-cultural and diversity offerings from all community and technical colleges in the State.
Appendix D:
Bibliography of References and Resources

Issues of diversity and equity in education have produced an abundant literature that chronicles the knowledge base of culturally responsive and inclusive teacher preparation programs. The very essence of such literature is fluid, expansive, transitional, and evolving. The following represents a scaffold of a list of significant titles. It is meant to grow, and recommendations are welcomed and solicited.


