Indiana University Southeast
School of Education

Theme: *Educators Engaged in Growth*
Mission Statement: *The mission of the Indiana University Southeast School of Education is to develop high-quality, caring professionals who will stimulate the continuous renewal of schools within a multicultural society.*

Indiana University Southeast
School of Education
Diversity Plan

School of Education (SOE) Diversity Plan is a commitment to and structure for developing educators who demonstrate proficiencies representative of pluralistic perspectives. This is vital to improving teacher quality, and expanding multicultural education and global awareness. The SOE's Diversity Plan is based on several beliefs:

- ***The future of society depends on the valuing and success of each person.***
- ***Education is a life - long process that includes the creation of new avenues for learning, access, and opportunities for all people.***
- ***Student success is possible when educators, stakeholders, and communities provide support, and address varied learning needs, as well as creates an environment that values diversity and multicultural and global education.***
- ***As educators, we are more effective and productive when we respect, and value cultural differences as well as accept multicultural and global education as valid perspectives.***

The focus of the SOE Diversity Plan is the valuing of individual experiences, differences, and the worth of all learners. In order to accomplish this focus, it is important that the SOE develop guidelines, and outcomes that are aligned to standards and the experiences of all faculty, staff, classroom experiences in the field and in the community.

The SOE Diversity Plan contains four goals. Each goal of the plan is substantiated with objectives based on standards. The goals are aligned according to content and the requirements of several accrediting organizations; the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for the Accreditation of Teacher Education (NCATE), the Indiana Professional Standards Board (IPSB), and various subjects and content areas as appropriate (i.e. National Educational Technology Standards for Teachers, National Council Teachers of English, etc.). Each objective is further substantiated with suggested strategies, assessment options, a timeline and, stakeholders and responsible parties.

GOALS of the Diversity Plan are:

GOAL 1 Curriculum and Instruction: All curriculum, instructional resources, and clinical experiences utilized by the SOE will reflect and support the development of the individual student with specific attention to the inclusion of diversity, pluralism, and multicultural and global perspectives and strategies.

GOAL 2 Educational Access, Recruitment, Participation, and Retention: The SOE will examine, address, and remove all barriers within the SOE's environment in order to create access, opportunity, and fairness to all students, faculty, and staff.

GOAL 3 Culture Climate and Community Outreach: The SOE will improve the educational climate for students, staff, faculty and the surrounding community by fostering an environment that is pluralistic and inclusive.

GOAL 4 Professional Development: All SOE faculty and staff will participate in continuous professional development on a variety of issues relating to multicultural education, diversity, and global awareness.

In addition the following items will be incorporated to support the SOE Diversity Plan:

- Adapt and propose the use of matrix based on Common Sense about Uncommon Knowledge: The Knowledge Bases for Diversity, (G. Pitchy Smith, 1998, AACTE Publications) and implement as part of the curriculum assessment and planning for the SOE.
- A focus on five elements of the curriculum: (1) textbooks, (2) objectives, (3) course work (assignments), (4) bibliography, and (5) field experiences as central components of the plan.
- Propose a foundation course in diversity education for all students; and plan a diversity continuum through every course taught in the education programs (i.e. Teaching in a Pluralistic Society).
- Propose a series of lectures and workshops related to diversity issues for faculty and staff.
- Undertake initiatives to organize the Indiana chapter of the National Association of Multicultural Education and explore other contacts with similar organizations.
- Ensure that at least one placement for field experiences in H340 and other appropriate courses is located in urban settings, and that diversity topics are included in units and lessons in other teaching activities of students.
- Review and report annually on the diversity plan (Diversity Quality Team).
- Locate and/or develop appropriate surveys for implementing the diversity plan (Diversity Quality Team).

DIVERSITY GOAL I
CURRICULUM AND INSTRUCTION

All curriculum, instructional resources, and clinical experiences utilized by the SOE will reflect and support the development of the individual student with specific attention to the inclusion of diversity, pluralism, and multicultural and global perspectives and strategies.

OBJ 1.1 Utilize text and instructional materials that reflect pluralistic and multicultural perspectives in order to increase content integration.

OBJ 1.2 Use cultural and linguistic differences as valuable educational resources.

OBJ 1.3 Utilize instruction strategies that include opportunities for full-infusion techniques, multi-modal teaching strategies, and differentiated instruction that support diverse learners from an international, diverse and multicultural perspectives.

OBJ 1.4 Promote opportunities for open discussion of topics such as racism, sexism, discrimination, segregation, and intolerance as part of an on-going process.

OBJ 1.5 Promote programs and services that support persons with diverse learning challenges and disabilities.

OBJECTIVE 1.1 Required text and instructional materials will reflect pluralistic and multicultural perspectives in order to increase content integration.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
INTASC 3, 4 NCATE 1 ISTE 2	Review bibliographies on multicultural, pluralistic, international, and diversity education for possible inclusion in course materials (see websites at the end of the document). Select appropriate textbooks and complementary instructional materials.	Completion of the appropriate section of the Faculty Diversity Survey. Number of visits to web links on the SOE website Review of syllabi.	Annually	SOE Faculty Diversity QualityTeam Office of Equity and Diversity **Responsible Parties:** SOE Dean &Faculty SOE Diversity Quality Team & Assessment Quality Team

OBJECTIVE 1.2 Use cultural and linguistic differences as valuable educational resources.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
INTASC 3, 4 NCATE 1 ISTE 2	Use field placements that will allow for exposure to diverse learning environments such as schools with significant number of students eligible for free and reduced lunch and/or from linguistic or racial minority background. Promote after school activities such as tutoring and community service learning.	Database including field experiences and reports.	Annual	SOE Faculty SOE Field Placements Office School Districts ESL Offices SOE Diversity Quality Team & Professional Development Quality Team IUS Office of Equity & Diversity IUS International Programs **<u>Responsible Parties:</u>** SOE Faculty SOE Professional Development QualityTeam IUS Field Placements Office IUS International Programs
	Invite international and minority guest speakers to present topics related to specific courses, and/or broader education matters.	List of speakers, topics and SOE attendance totals		
	Conduct, promote and encourage research on topics related to culture, language and education.	Research reports as listed in faculty annual report. Student survey on knowledge of and attitudes toward diversity. (Student Diversity Survey)		

OBJECTIVE 1.3 Utilize instructional strategies that include opportunities for full-infusion techniques, multi-modal teaching, and differential instruction that supports diverse learners from an international, diverse, and multicultural perspectives.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
INTASC 4 NCATE 4	Include brain compatible teaching, differentiated instruction and assessment techniques for diverse learning styles. Promote critical thinking through assignments involving controversial issues related to course topics. Incorporate Internet related activities that will permit the students to gather information from international, pluralistic, and multicultural sources. Encourage international travel and learning experiences among students and faculty. Use the Curriculum and Cultural Resources Center for instructional purposes.	Random review of course syllabi. Faculty Diversity Survey Number of programs planned Number of international trips taken by SOE Attendance at presentations Faculty Diversity Survey Usage statistics by faulty and students Faculty Diversity Survey	Annually	SOE Faculty & Dean SOE Professional Development Quality Team ILTE Diversity Quality Team IU Overseas Studies IUS International Programs SOE Field Placements Office **Responsible Parties:** SOE Faculty &Dean SOE Professional Development Quality Team

OBJECTIVE 1.4 The SOE faculty will model the use of multiple assessment techniques that reflect and respect diverse learning styles.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
INTASC 8 NCATE 2	Conduct a series of lectures, workshops, and other events related to multiple assessment techniques that reflect and respect diverse learning styles. Incorporate multiple assessment techniques into syllabi.	Review of faulty annual reports for evidence of planning and/or attendance at professional development events. Faculty Diversity Survey	Annually	SOE Faculty & Dean SOE Professional Development Quality Team **Responsible Parties:** SOE Faculty & Dean SOE Professional Development Quality Team

OBJECTIVE 1.5 Promote programs and services that support persons with learning challenges and disabilities.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
INTASC 4 NCATE 4	Seek funding for collaborative courses that involve inclusion and partnership with school districts. Announce related campus events in class. Invite a representative of the IUS Office of Services for Students with Disabilities to make a class presentation. Include approved disability statement in syllabi.	Number of specific reports, partnerships and presentations. Student Diversity Survey Faculty Diversity Survey Random review of syllabi Student Diversity Survey Faculty Diversity Survey	Annually	SOE Dean Special Education Program SOE Faculty School Districts **<u>Responsible Parties:</u>** Special Education Program SOE Dean SOE Assessment Team

DIVERSITY GOAL 2
EDUCATIONAL ACCESS, RECRUITMENT, PARTICIPATION, AND RETENTION

The SOE will examine, address, and remove all barriers within the SOE environment in order to create access, opportunity, and fairness to all students, faculty, and staff.

2.1.1 The SOE will develop strategies and opportunities to increase the number of full-time minority faculty to at least 20% FTE of SOE Faculty.

2.1.2 The SOE will develop strategies and opportunities to increase the number of full-time minority staff.

2.1.3 The SOE will increase the number of minority students who are pursuing a SOE degree to the percentage of the minority population in the IUS attendance region.

2.2 The SOE will devise methods to identify and remove barriers that prevent the recruitment, retention, and promotion of minority faculty and staff.

2.3 The SOE will increase the retention of minority students by 50 %.

2.4 The SOE will increase the number of field experiences occurring in classrooms with exceptional students and students from diverse backgrounds.

2.5 The SOE will develop a mentorship program for all new faculty and staff.

2.6 The SOE will use technology proactively to ensure cultural and diversity awareness and to build on student's strengths.

OBJECTIVE 2.1.1 The SOE will develop strategies and opportunities to increase the number of full-time minority faculty to at least 20% FTE of SOE Faculty.

Standards	**Suggested Strategies**	**Assessment**	**Timeline**	**Stakeholders**
NCATE 4	Create an electronic database of minority faculty candidates drawing on the resources of ENCORE, the Holmes Scholars, NAME, placement offices of HBCUs and other universities with high numbers of minority graduate students, and other organizations and publications that have access to minority faculty candidates. Require that all faculty searches include as part of the recruitment process the distribution of position announcements to HBCU placement offices, similar offices of other universities with high numbers of minority graduates students, and placement with organizations with high proportions of minority members (NAME, ENCORE, etc.). Employ doctoral minority faculty as visiting faculty in summers Develop an exchange program with an HBCU to recruit minority faculty. .	Percentage of FTE SOE faculty. Percentage of FTE SOE faculty participation in exchange program.	Fall 2004 Fall 2006	SOE Faculty & Staff IUS Affirmative Action Office **Responsible Parties:** SOE Search & Screen Committees Diversity Quality Team IUS Affirmative Action Officer

OBJECTIVE 2.1.2 The SOE will develop strategies and opportunities to increase the number of full-time minority staff.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Hold recruitment receptions inviting local minority professionals. Create a network of recruitment contacts from among the SOE faculty and staff.	Number of minority staff hired.	Fall 2004	SOE Faculty, Staff & Students **Responsible Parties:**
	Work with Career Services and Placement Office and Student Financial Assistance Office (SFA) to encourage minority students to take work-study positions within the SOE.	Number of minority work-study students employed by SOE.	Fall 2002 (Ongoing)	SOE Dean, Faculty & Staff

OBJECTIVE 2.1.3 The SOE will increase the number of minority students who are pursuing a SOE degree to the percentage of the minority population in the IUS attendance region.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Collaborate with IUS Admissions personnel, high school counselors in schools with significant minority enrollment, and ministers in local minority churches to attract minority high school students to careers in teaching.	Number of minority students expressing interest in an SOE major.	Annually	SOE Faculty, Staff & Students School Districts IUS SFA External Affairs
	Work with SFA Office to develop a database of information, i.e. scholarships for minorities in education. Work with SFA and External Affairs to secure a portion of the capital campaigns money for scholarships for minority students majoring in education.	Number of applicants for minority scholarships.	Annually	**Responsible Parties:** SOE Diversity Quality Team
	Encourage Student Affair units to participate in the National Student Exchange program. Develop an exchange program with one or more HBCU to foster increased numbers of minority students majoring in Education.	Number of Minority students participating in the HBCU or National Student Exchange program.	Fall 2006	IUS SFA Student Affairs Staff External Affairs

OBJECTIVE 2.2 The SOE will implement methods to identify and remove barriers that prevent the recruitment, retention and promotion of minority faculty and staff.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Work with IUS Office of Equity & Diversity to identify barriers that prevent the recruitment, retention and promotion of minority faculty and staff. Advocate for workshops on strategies to promote the recruitment, retention and promotion of minority faculty and staff. Survey minority faculty & staff at IUS to determine above barriers and to gather suggestions for strategies to remove such barriers.	List of barriers identified. List of workshops held. Results of survey used in planning programs designed to remove barriers.	Spring 2004	SOE Faculty, Staff & Students **Responsible Parties:** IUS Human Resources Dept. SOE Dean SOE Search & Screen Committee Chairs Search Committee Affirmative Action Monitors

OBJECTIVE 2.3 The SOE will increase the retention of minority students by 50%.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Develop information flyer to encourage minority students to enroll in sections of EDUC F200 Exploring Self as Teacher. Offers sections of F200 and/or H340 as first year experience courses. Develop programs in collaboration with the IUS Coordinator for Student Success and Persistence. Gather baseline data. Offer PLATO system to assist with preparation for PRAXIS I & II testing.	Monitor retention rate for student in SOE Monitor pass rates of Praxis I & II.	Fall 2002 (Ongoing)	P-12 Teachers, Administrators & Students SOE Staff & Faculty IUS University Division **Responsible Parties:** SOE Faculty University Division personnel

OBJECTIVE 2.4 The SOE will increase the number of field experiences occurring in classrooms with exceptional students and students from diverse backgrounds.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Require all H340 students to have one field experience in a diverse setting. Transfer students will meet this requirement in later field experiences. Arrange for students from whole sections of SOE courses to work in classrooms in P-12 schools with significant exceptional and diverse student populations. Implement field experience into classrooms with significant ESL populations. Gather input from Advisory Boards on increasing these types of field experiences.	Field Experience Database	Fall 2001 Spring 2002 Spring 2002 Fall 2002	SOE Student Services Staff SOE Faculty & Students P-12 Teachers, Administrators & Students **Responsible Parties:** SOE Student Services Staff SOE Faculty Advisory Boards

OBJECTIVE 2.5 The SOE will develop a mentorship program for all new faculty and staff.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Develop a detailed process for the assignment of senior faculty as mentors, to all new faculty hires. The formal mentoring relationship will continue for a minimum of 3 years. (Note: The mentoring needs differ for tenure track faculty, lecturers and visiting appointments.) Assign mentors, from the senior staff, to all new staff hires for a period of one academic year. Develop a detailed mentoring program. (goals, role of mentor, role of mentoring program in annual reviews and other performance evaluations)	Percentage of new SOE faculty and staff hires that are assigned a mentor. End of year interview with Mentee & Mentor.	Ongoing Fall 2002	SOE Faculty & Staff SOE Dean **Responsible Parties:** SOE Dean SOE Faculty

OBJECTIVE 2.6 The SOE will use technology proactively to ensure cultural and diversity awareness and to build on student's strengths.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4	Emphasize global cultural and diversity awareness opportunities in SOE technology courses by clearly detailing resources for educators and P-12 students.	Review SOE syllabi for Technology activities Student Diversity Survey Faculty Diversity Survey	Fall 2003	SOE Faculty, Staff & Candidates IUS Office of Equity & Diversity
	Emphasize global cultural and diversity awareness opportunities in all SOE courses whenever possible. Utilize available resources such as the IUS Cultural Awareness Center, The Crane House, IUS Office of International Programs, etc.	Review SOE syllabi for descriptions of activities Student Diversity Survey Faculty Diversity Survey	Ongoing	**Responsible Parties:** SOE Faculty ILTE Staff IUS Library Staff IUS IT Staff

DIVERSITY GOAL 3
CULTURE, CLIMATE AND COMMUNITY OUTREACH

The SOE will improve the educational climate for students, staff, faculty and the surrounding community by fostering an environment that is pluralistic and inclusive.

3.1 The SOE will expand the scope and representation of community and professional stakeholders to include diverse populations on all SOE teams.

3.2 The SOE will monitor the composition of groups making policy decisions for the SOE in order to assure that all representative constituencies' voices are heard.

3.3 The SOE will establish an on-going format to assess the climate and culture of the SOE for all students, staff members and faculty.

OBJECTIVE 3.1 The SOE will expand the scope and representation of community and professional stakeholders to include diverse populations on all SOE teams.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 2, 3 INTASC 3, 10	Develop membership lists for Stakeholder Groups that reflects diversity according to for example gender, age, ethnicity, disability, residency and employment.	Percentage of membership for each Team or Committee should reflect the cultural make-up of the group being served. (i.e. Committees serving the IUS faculty should reflect the faculty make-up).	Annually	Chairs of SOE Teams SOE Dean School District Personnel Community Leaders ***Responsible Parties*** SOE Assessment Team

OBJECTIVE 3.2 The SOE will monitor the composition of groups making policy decisions for the SOE in order to assure that representative constituencies' voices are heard.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 2, 3 INTASC 3, 10	Review the composition of policy-making groups. Provide recommendations regarding the composition of policy-making groups to the SOE Dean.	Percentage of policy-making groups in the SOE that reflect the cultural make-up of the SOE.	Annually	SOE Dean SOE Diversity Quality Team ***Responsible Parties*** SOE Assessment Team

OBJECTIVE 3.3 The SOE will establish an on-going format to assess the educational climate of the SOE for students, staff members and faculty.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 4 INTASC 10	Provide professional development regarding an inclusive environment. Develop an educational climate survey for the SOE. Survey the SOE faculty, staff and students bi-annually regarding the climate of the SOE.	Analyze survey results and make necessary changes. Faculty Diversity Survey Faculty Diversity Survey Faculty Diversity Survey	Bi-annually Spring 2003 Bi-annually	SOE Faculty, Staff & Students IUS Institutional Research Office **Responsible Parties:** SOE Assessment Team Diversity Quality Team

DIVERSITY GOAL 4
PROFESSIONAL DEVELOPMENT

All SOE faculty and staff will participate in continuous professional development on a variety of issues relating to multicultural education, diversity, and global awareness.

4.1 The SOE faculty and staff will include in their performance report/annual report goal statement(s) for gaining more knowledge and skills in multicultural education, diversity and or cultural awareness. Goal(s) should include the format for assessment.

OBJECTIVE 4.1 The SOE faculty and staff will include in their performance report/annual report goal statement(s) for gaining more knowledge and skills in multicultural education, diversity and or cultural awareness. Goal(s) should include the format for assessment.

Standards	Suggested Strategies	Assessment	Timeline	Stakeholders
NCATE 1, 3, 4 INTASC 5	Attend professional development opportunities on campus that focus on multicultural, diversity or cultural awareness. Conduct a self-assessment on attitude, knowledge, skills in the areas of multiculturalism, diversity and or cultural awareness to help determine one's goals and plans Integrate more multicultural, diversity or global activities in courses. Conduct pre and post surveys of what instructors and their students have learned. Survey students to determine how they are becoming more aware and active in these areas. Visit web sites that provide information on these areas. Submit a proposal for a conference on the impact, activities or research conducted in this area. Collaborate with SOE colleagues to find out what they are doing in this area. Select from the list of multicultural sites/events/activities, developed by the Professional Development Quality Team.	Incorporate annual goal(s) to reflect individual growth in this area Collection by the PDT of information from faculty about activities they have participated in over the year.	Annually	SOE Dean & Diversity Quality Team IUS Diversity Office International Office School Districts Ogle Center Institute for Learning and Teaching Excellence (ILTE) **Responsible Parties:** SOE Dean Professional Development Quality Team

REFERENCES:

Content Integration: Information that should be included within a curriculum, how it should be integrated into an existing curriculum, and where it should be taught within a curriculum. (Banks, 1994).

Culture: The patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals, clothing, etc.*

Cross Cultural Communications: Verbal and non-verbal listening and response skills that are based on and reflect individual cultural backgrounds and experiences. (Robinson and Bowman, 1996).

Differential Instruction: "Differentiation of Instruction is a teacher's response to learner's needs guided by general principles of differentiation, such as respectful tasks, flexible grouping, ongoing assessment and adjustment. Teacher can differentiate content, process, and product according to student's readiness, interests and learning profile through a range of instructional and management strategies…." (Tomlinson, Carol A., 1999)

Discrimination The behavior that can follow prejudicial thinking. The denial of justice and fair treatment in various arenas, including employment, housing and political rights.*

Diversity: The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences valuing differences, supporting, encouraging and promoting differences, affirmation initiatives, such as, recruitment, placement, and retention.*

Inclusion: Inclusion represents the belief or philosophy that students with disabilities should be integrated into general education classrooms whether or not they can meet traditional curricular standards. Inclusion is the integration of most students with disabilities into general education classes. Full Inclusion is the integration of students with disabilities in the general education classrooms at all times regardless of the nature or severity of the disability. (Friend, 1999)

Learners with Exceptionalities: Refers to students with disabilities who are eligible according to federal regulations and rules of IDEA 97, Individuals with Disabilities Education Act, to receive special education services. Special education is the specially designed instruction proved by the school district or other local agency that meets the unique needs of students identified as disabled. (Friend, 1999)

Multi-modal Teaching: Having or involving several modes, modalities, …(Webster, 2000)

Multicultural Education: A process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racism, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students, parents, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, multicultural education furthers democratic principles of social justice. (Nieto, 1992).

Pluralism: A condition in which members of diverse cultural groups (a) have equal access to the resources needed for realizing their full potential; (b) obtain equal social and economic benefits; (c) have equal rights to express and nurture their cultural and linguistic heritage; and (d) are supported by official policies that express value for the diversity they contribute to the society *

Prejudice: A positive or negative attitude, judgment, or feeling about a person that is generalized from attitudes or beliefs held about the group to which a person belongs (Jones, 1997).

Professional Development: Those experiences which systematically, over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional and organizational goals to facilitate student learning. Professional development, therefore, refers to learning activities an educator engages in after certification has been obtained.??????

Racism: a system of privilege and penalty based on one's race. It consists of two facets: a belief in the inherent superiority of some people and the inherent inferiority of others, and acceptance of the way goods and services are distributed in accordance with these judgments (Weinburg, 1990).

Sexism: A prejudice or discrimination based on gender.*

Stereotype: It is a positive or negative set of beliefs held by an individual about the characteristics of a group of people. It varies in its accuracy, the extent to which it captures the degree to which the stereotyped group members possess these traits, and the extent to which the set of beliefs is shared by others. (Jones, 1997)

Symbolic Racism: A blend of anti-black affect and the kind of traditional American moral values embodied in the Protestant Ethic…[embodying] resistance to change in the racial status quo based on moral feelings that blacks violate such traditional American values as individualism and self-reliance, the work ethic, obedience, and discipline (Kinder & Sears, 1981)

*Contextual meanings and complete definitions of concepts used in the development of this document can be found in ***Dictionary of Multicultural Education, Edited by Carl A. Grant and Gloria Ladson-Billings (Oryx Press, 1997***).

ACRONYMS

ENCORE: Educational National Congress on Racial Equality

ESL: English as a Second Language

HBCU: Historical Black Colleges and Universities

ILTE: Institute for Learning and Teaching Excellence

NAME: National Association for Multicultural Education

SOE: School of Education

WEBSITES

Anti Defamation League http://www.adl.org/adl.asp

California Department of Education Diversity Issues http://www.cde.ca.gov/iasa/diversity.html

Diversity Web: An Interactive Resource Hub for Higher Education http://diversityweb.org

Individuals with Disabilities Education Act Practices http://www.ideapractices.org

National Center for Educational Statistics http://nces.ed.gov

National Information Center for Children and Youth with Disabilities

http://www.nichcy.org/index.html

Southern Poverty Law Center http://www.splcenter.com/

Teacher Education Division of the Council for Exceptional Children http://www.tedcec.org

The Policymaker Partnership for Implementing IDEA http://www.ideapolicy.org

University of Maryland Office of Human Relations Programs http://www.inform.umd.edu/ohrp

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