

Grambling State University  
Grambling, Louisiana

**College of Education**

**DIVERSITY  
and  
MULTICULTURAL  
PLAN**

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## **DIVERSITY AND MULTICULTURAL PLAN**

### **Introduction:**

The College of Education at Grambling State University shares the total university's commitment to serve the needs of an increasingly diverse student population and therefore prepare teacher candidates who will be effective in working in diverse PK-12 settings. The teacher education program, the oldest academic program at Grambling State University, has been a motivating force in the institution's commitment to the provision of equal access for applicants regardless of race, national origin, religion, exceptionality and other individual differences. As such, the College of Education continues to strengthen its efforts to recruit and retain diverse faculty through adherence to the general policy and to the university's specific "Diversity Statement":

Grambling State University (GSU) reaffirms its policy of administering all of its educational programs and services in a manner which is **inclusive** and does not discriminate because of differences in socioeconomic status, race, age, color, religion, gender, national origin or disability. GSU is committed to an environment in which every employee and student may work, think, learn, and grow without prejudice, without intimidation, and without discrimination. **Respect for all persons** is the keystone to enjoying the diversity of our world.

The College of Education also continues to strengthen its efforts to recruit and retain diverse teacher candidates and provides them with the necessary support to ensure their success as professional culturally responsive educators.

### **Mission:**

The conceptual framework for the College of Education at Grambling State University grew out of the missions for the university, college and departments. The mission of the university is to provide equal access for all, particularly those negatively impacted by societal conditions, via providing opportunities for professional, intellectual, self- actualization and job/career training. The university also seeks to generate new knowledge while rendering service to the community and society. The university's mission is also to provide opportunities to strategically use the technologies available in a global society, as well as build or maintain an appreciation for diversity. Finally, the mission of the university is to cherish and preserve the heritage of African-Americans.

The College of Education unit recognizes that an effective teacher must be a lifelong seeker and producer of knowledge. Therefore, the unit's mission is to prepare teachers and administrators as educational leaders who, demonstrate that lifelong teaching and learning are core values. The mission of the academic departments in the College of Education is more specific. First, it is to prepare certified teachers and other school personnel to effectively educate diverse students in PK- 12 settings. The premise that supports this mission is that no person can be marginalized without threatening our nation's core values. The mission of the department is also to ensure that

program completers have the knowledge, skills and attitudes that demonstrate effective teaching has defined by the University and outside stakeholders.

The missions of the University, the College of Education and the departments are achieved through several -means. First, collaboration is essential within and outside of the university. Departments in the College of Education regularly collaborate with those in the College of Basic and Special Studies, Liberal Arts, Science and Technology, Business and the Louisiana Educational Consortium. Additionally, faculty members collaborate with local school districts, community and other resource agencies as well as state, regional, and national professional organizations.

The other means of achieving the mission are equally important. The mission is achieved through coursework that requires multiple levels of cognitive processing and reflection. The unit uses diverse community and classroom experiences. The unit has structured field experiences that require four levels of interaction ranging from structured observations to student teaching to conference presentation and participation. The unit engages in professional experiences including research, community service, meeting, conferences and workshops often including the candidates. The unit promotes the use of instructional technology and requires candidates to emulate such usage in order to enhance and sharpen teaching skills and to stimulate and reinforce learning.

The plan that follows on the next pages takes into full account the missions described above in order for the unit to: a) ensure that curricular experiences diversity-rich; b) strengthen its recruitment/retention efforts of diverse teacher candidates and faculty, and c) provide opportunities for each teacher candidate to refine her/his skills in teaching diverse groups of students.

A. 1.2 To prepare teachers who understand, recognize and respect cultural differences.	A. 1.2.1 Develop reflective journals on students' cultural experiences and share with each other.	
	A. 1.2.2 Assist learners in investigating their own cultural experiences.	
	A. 1.2.3 Assist teacher candidates in developing teaching materials that incorporate cultural differences and celebrate diverse learners.	a. 1.2.3 The candidate values all learners and creates an environment and processes for all children to learn.

## **(A) Diversity and Multicultural Perspective**

The College of Education is committed to preparing candidates who understand diversity and multiculturalism.

<b>Goals for Implementation</b>	<b>Implementation Strategies</b>	<b>Outcomes</b>
A. 1.1 To prepare professionals who respect the dignity and worth of each individual	A. 1.1.1 Faculty will have students develop and practice esteem enhancing activities,	a. 1.1 The candidate develops respect for the dignity and worth of individuals and their ability to learn.
.	A. 1.1.2 Develop reflection journals on effects of expectations on student performance.	a. 1.2 The candidate recognizes and respects cultural differences and their impact on points of view.
A. 1.2 To prepare teachers who understand, recognize and respect cultural differences.	A. 1.2.1 Develop reflective journals on students' cultural experiences and share with each other.	
	A. 1.2.2 Assist learners in investigating their own cultural experiences.	
	A. 1.2.3 Assist teacher candidates in developing teaching materials that incorporate cultural differences and celebrate diverse learners.	a. 1.2.3 The candidate values all learners and creates an environment and processes for all children to learn.
A.1.3 To prepare professionals who understand and recognize that effective education includes multicultural awareness.	A.1.3.1 Continue to have ED 317 Multicultural Education as a requirement.  A. 1.3.2 Establish an annual multicultural symposium for students and faculty.	a.1.3.1 Candidates develop and value teamwork. a. 1.3.2 Candidates develop lesson plans which integrate information from diverse sources.
A. 1.4 To prepare teachers who make responsible use of assessment techniques, recognizing the context	A. 1.4.1 Compile assessment data on diversity for discussion.	a. 1.4.1 Candidates develop the ability to spot bias in test and other materials.

<b>Goals for Implementation</b>	<b>Implementation Strategies</b>	<b>Outcomes</b>
of gender, race, ethnicity, culture/social values and disabilities,		
	A. 1.4.2 Develop a variety of assessment strategies for classroom use.	A. 1.4.2 The candidate develops empathy for learners who may need alternative assessment strategies.
A. 1.5 To prepare candidates who recognize the importance of continued professional development and the need to maintain cultural competence and diversity in education and diversity in educational practice.	A. 1.5.1 Produce opportunities for candidates to attend professional development sessions and seminars. A.1.5.2 Encourage candidates to join professional associations, A. 1.5.3 Provide avenues for candidates to participate in symposiums and present research papers.	A. 1.5.1 Candidates participate in life-long learning activities A.1.5.2 Candidates continue to initiate and implement new instructional strategies to meet the needs of all learners. A. 1.5.3 Candidates develop values for staying current and in their profession.

## (B) Other Race Candidate Recruitment

Goals for Implementation	Implementation Strategies	Outcomes
<p>B.1.1 To plan, develop and execute a comprehensive other race student recruitment plan that provides teacher career counseling early in the formative years of other race students and continues throughout their schooling.</p>	<p>B.1.1 Establish an other race student scholarship fund and provide information about it and other forms of financial aid available at GSU.</p> <p>B. 1.1.2 Develop community interest, support and participation in planning for other race program.</p> <p>B. 1.1.3 Provide a forum to discuss teaching and counseling as a career with churches, civic and community groups.</p> <p>B. 1.1.4 Encourage and support the Development of Cadet Teachers Program.</p>	<p>b.1.1 Enhance the pool of qualified other race applicants.</p> <p>b. 1.2 Provide information about Teacher Education Programs via local and regional media.</p> <p>b. 1.1.4 Participate in the Teacher Cadet Program at the Laboratory School by providing workshops and information about teacher education programs.</p>
	<p>B.1.1.5 Provide campus visitation programs for local other race students and their parents.</p>	<p>1.1.5 Collaborate with Admission Office to facilitate visitation during High School day</p>
	<p>B. 1.1.6 Involve ambassadors, COE other race faculty and students in the recruitment efforts.</p>	
<p>B.2. 1 Enhance cooperative links between Grambling State University, area secondary schools and community colleges.</p>	<p>B.2. 1.1 Establish a collaborative working relationship with teacher, counselors, and administrators in the secondary schools and community colleges in the service Community.</p>	<p>b.2. 1.1 Increase sense of shared ownership of the other race recruitment program. Pair up with GSU recruitment efforts.</p>
	<p>B.2. 1.2 Coordinate recruitment efforts with teachers and</p>	

<b>Goals for Implementation</b>	<b>Implementation Strategies</b>	<b>Outcomes</b>
	guidance counselors.	
	B.2.1.3 Develop an after school program selected target sites for high school and community college students who are interested in exploring teaching as a career.	
	B.2. 1.4 Pair prospective other race students with current students who can serve as mentors.	
	B.2. 1.5 Establish communication between the COE and high school counselors.	
	B.2. 1.6 Involve secondary school and community college personnel in the planning and execution of the other race recruitment program.	
	B.2. 1.7 Invite selected students to visit the campus for a GSU Orientation to Careers in Career in Education Workshops, providing them with transportation, a meal, a tour, a free ticket to a cultural or athletic event, and the work.	
	B.2. 1.8 Invite high school students and teachers for GSU's High School Day	

### **(C) Other Race Candidate Retention**

<b>Goals for Implementation</b>	<b>Implementation Strategies</b>	<b>Outcomes</b>
C.1.1 To provide conditions and incentives that will improve the graduation rate of other race candidates in the unit,	C.1.1.1 Utilize the Academic Skills Center to design individualized programs to academic deficiencies.	c.1.l.1 The number of other race students completing degree programs, with certification, will increase by a maximum of 5%.
•	C.1.1.2 Stress the importance of setting realistic goals and developing strategies for attaining these goals.	
	C.1.1.3 Strengthen the rapport between other races and the faculty in the Education Unit.	
	C.1.1.4 Establish candidate organization for future ambassador role.	
	C1 .1.5 Provide social gathering that include faculty, staff, and candidates from the Unit and other departments at Grambling State University.	
	C.1.1.6 Encourage the participation of other race alumni and community leaders in developing a network of support.	
C.2. 1 To provide programs that will help other race students derive maximum benefits from their personal, social and academic interactions with the OSU community in increase the likelihood of completion of a teacher education program.	C.2.1.1 Provide advising for other race candidates that give attention to problems that are perceived as barriers to academic achievement.	

<b>Goals for Implementation</b>	<b>Implementation Strategies</b>	<b>Outcomes</b>
	C.2.1.2 Provide a mentoring program that includes candidates, faculty, staff and administrators.	
	C.2. 1.3 Encourage peer partnerships to provide a supportive environment.	
	C.2. 1.4 Encourage active participation in seminars to facilitate academic growth and leadership development.	

## **(D) Diversity Focused Research by Faculty**

The College of Education is committed to increasing faculty opportunities to participate in diversity-focused research.

<b>Goals for Implementation</b>	<b>Implementation Strategies</b>	<b>Outcomes</b>
D. 1.1 Increase faculty opportunities to engage in diversity-focused research.	D. 1.1.1 Attend Multicultural Education conferences and workshops.	d. 1.1 Encourage research- based education practices that positively affect the teaching and learning of all students.
	D. 1.1.2 Conduct research on inclusive education.	d. 1.2 Facilitate inclusion and development of students with disabilities in area schools.
	D. 1.1.3 Establish an orientation program for new other race faculty.	
	D. 1.1.4 Conduct cultural sensitivity training for all faculty members in the College of Education.	

## **(E) Professional Development**

<b>Goals for Implementation</b>	<b>Implementation Strategies</b>	<b>Outcomes</b>
E. 1.1 To provide an advising/mentoring support program that includes professional development for other race students in the COE at Grambling State University.	E. 1.1.1 Provide seminars for other race students to develop leadership skills for their role in the schools,	e. 1.1 A 5% increase in the number of other race students entering graduate programs.
	E. 1.1.2 Encourage other race students to explore opportunities for the CUE graduate programs.	e. 1.2 Provide informational sessions about the ECE/Elementary Education and Developmental Education Programs.
	E.1.1.3 Provide the opportunity for other race students to plan an active role in student organizations.	
	E. 1.1.4 Collaborate with target area school districts to employ graduates of the COE.	
	E.1.1.5 Encourage other race students to join professional organizations.	
	E.1.1.6 Collaborate with LA Tech and ULM in collaborative professional development activities.	

## **(F) Evaluation and Feedback**

<b>Goals for Implementation</b>	<b>Implementation Strategies</b>	<b>Outcomes</b>
F. 1 To evaluate and revise the Diversity and Multicultural Education Plan for the College of Education at Grambling State University.	F. 1.1 Develop an revised Diversity and Multicultural Education plan.	f. 1.1 Continual revision and updating of the Diversity and Multicultural Education plan based on accepted data feedback to revise diversity plan.