“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”
COURSE DESCRIPTION

The course addresses origins, concepts, trends and principles of multicultural education, equity and the conceptual framework on cultural diversity in relations to education. It also exposes students to a critical conscious approach to dialogue as an effective method applicable to diversity across the curriculum. The topics will include concepts that facilitators of learning will need in order to skillfully and effectively teach in a multicultural setting.

[Required course in M.Ed. and MAT programs and NC TEACH Module Six-Diversity]

[NC TEACH Module Six: This module is designed to acquaint participants with a working knowledge of issues surrounding diversity in the classroom. Topics to be covered will include race, gender, ethnicity, sexual orientation, exceptionalities, socio-economic conditions, language, religions and how these impact learning in the classroom. Attention]
will also be given to selecting appropriate materials developing a relevant curriculum, and strategies used to create a comfortable learning environment for all children.]

TEXT

Banks, J. A. (2006). Cultural diversity and education. Pearson: Boston. ISBN 0-205-46103-4. Other readings as required. NOTE: If the bookstore gets the newest edition, the newest edition will be used in this course and students will be required to use the newest edition for this course.

STUDENT LEARNING OUTCOMES

FSU Initial

1. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners. [multicultural unit plan activities]

2. Teacher candidates will be able to create products of learning that show activity and resourcefulness in seeking to understand how primary language, culture, and familial backgrounds interact with an individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. [group discussions; session questions; self-awareness test]

FSU Advanced

1. Educators at the advanced level will be able to use their deep understanding of the history of education and special education, current legal and ethical standards, and emerging issues to provide leadership in public schools and in the profession. [group discussions; session questions; multicultural unit plan activities]

2. Educators at the advanced level will be able to advocate and apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs and services. [group discussions; session questions]

3. Educators at the advanced level will be able to discuss, in depth, models, theories, philosophies, and research methods that form the basis for evidence-based practices in education. [group discussions; session questions]

4. Educators at the advanced level will be able to plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice in public schools and in the profession. [group discussions;
5. Educators at the advanced level will demonstrate the value of diversity and promote instruction that is responsive to all learner needs. [[group discussions; session questions; multicultural unit plan activities]]

- **North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards (Undergraduate)**
  The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.
  
  o Teachers establish a respectful environment for a diverse population of students
  o Teachers know the content they teach
  o Teachers facilitate learning for their students
  o Teachers reflect on their practice

- **North Carolina Professional Teaching Standards for Graduate Programs**
  1: Teacher Leadership
  2: Respectful Educational Environments
  3: Content and Curriculum Expertise
  4: Student Learning
  5: Reflection

**Fayetteville State University School of Education Conceptual Framework**

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and
individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was
collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students.</td>
</tr>
</tbody>
</table>
COURSE OUTLINE/TOPICS

PART I. DIMENSIONS, HISTORY, GOALS
1. The Dimensions of Multicultural Education
2. Multicultural Education and Global Citizenship
3. Multicultural Education: History, Development, Goals and Approaches

PART II. CONCEPTUAL AND PHILOSOPHICAL ISSUES.
4. Culture, Ethnicity, and Education.
5. Race, Diversity, and Educational Paradigms.

PART III. KNOWLEDGE CONSTRUCTION AND SCHOOL REFORM.
8. Race, Disability, Giftedness, and School Reform.
9. The Lives and Values of Transformative Scholars and Citizenship Education.

PART IV. CURRICULUM AND TEACHING STRATEGIES FOR DECISION-MAKING AND ACTION.

PART V. GENDER, LANGUAGE, INTERGROUP RELATIONS, AND GUIDELINES.
13. Language, Culture, and Education (Ricardo L. Garcia).
15. Curriculum Guidelines for Multicultural Education.
In addition, specific content will be covered related to working with the military child in the educational setting through the provision of resources and course requirements. See below.

Working with the Military Child Assignment for Master of Arts in Teaching and Master of Education (MAT and MEd) Students

The following two assignments are included in EDUC 610-Planning and Implementing Instruction for Diverse Learners

Session 4: Assignment 2--Selecting Resources for a Culturally Relevant Curriculum (Due October 18)

Purpose: The purpose of this assignment is to acquaint teachers with online resources for developing/implementing a culturally relevant curriculum with an emphasis on working with children with military connections.

Assignment Directions

Conduct a web quest for quality resources for developing/teaching an authentic multicultural curriculum. Be selective. Choose 20 of your best resource sites for multicultural education (at least 10 of which must address working with children who have military connections--see information below).

Your annotations should cite how to access each website in an APA format reference list. For each website, provide a brief annotation in your own words of what the resource site offers and why you selected it. Submit your list through the Assignment link. [see this site below for referencing online materials in APA style-- http://owl.english.purdue.edu/owl/resource/560/10/ ]

Please read the following information before you begin your web quest:

One group of students with unique educational needs that has come into increasing focus in today’s world of global conflict, much of which involves US troops, is that of children who have close military connections. According to the Military Child Education Coalition:

Military children generally move six to nine times during their K-12 school years. Many make multiple moves during high school years alone, some even during their senior year.

In addition to giving up friends and routines, students must deal with other frustrations as they move across state lines or even from school to school, such as:

- academic standards and courses,
- access to programs,
- promotion and graduation requirements,
- programs for children with special needs,
- and transfer and acceptance of records.

Separation from a deployed parent (or parents) raises an additional issue.
These challenges do not touch the children and their parents/caretakers alone, but also impact the teachers and school professionals who work with these children. It is critical that educators prepare for the particular types of needs these students bring with them or may encounter during their school experiences.

A short list of available resources is provided below. (Do not duplicate these resources on your web quest). At least 10 of your 20 web quest multicultural educational resources should come from additional web resources for working with the military child, such as:

- The Military Child and the family
- The Military Child and the teacher(s)
- The Military Child and the classroom environment (teaching/learning & behavior strategies)
- The Military Child and related services personnel (counselor, psychologist, etc.) & the community.

Selected Military Child Resources


Military Kids Connect. [https://www.militarykidsconnect.org/](https://www.militarykidsconnect.org/)


**Assessment:** Up to 30 points will be given for the assignment. Proofread and use APA format before submitting.

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**Session 4: Assignment 3---Share Your Resources (Due 10/21)**

**Purpose:** The purpose of this assignment is to have an information sharing session of culturally relevant curriculum resources for working with military connected students.

**Assignment Directions**

Go to the Discussion Board and share your favorite web quest resource for working with the military connected child from Session 4, Assignment 2, give the title and Internet address (URL), and describe specifically how you can put one of the ideas you learned into action in your classroom. In addition, respond to at least one other peer’s post.

**Assessment:** You can earn up to 10 points for the assignment. Proofread as you post.
I. COURSE SCHEDULE, REQUIREMENTS, AND EVALUATION

This course/module will be one semester long. It will begin on August 16 and end on November 30, 2012. Each of the sessions includes the activities to be completed and the time frame for completing. If there are questions concerning assignments and schedule based on individual issues, please email your instructor. No Incomplete grades will be issued except in verifiable emergencies at the end of the course. Assignment schedule and due dates of course assignments are provided in Blackboard course site.

Requirements/Due Dates/Points (All assignments are due by midnight of the date indicated unless otherwise noted.)

<table>
<thead>
<tr>
<th>Intro. to Module-- Assignments</th>
<th>Type</th>
<th>Due Date</th>
<th>Time Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity: Self-Assessments (20 points)</td>
<td>Writing Assignment</td>
<td>August 22</td>
<td>1 hour</td>
</tr>
<tr>
<td>Personalizing Diversity (60)</td>
<td>Writing Assignment</td>
<td>August 24</td>
<td>2 hours</td>
</tr>
<tr>
<td>Getting to Know Group Members (10)</td>
<td>Discussion Posting</td>
<td>August 25</td>
<td>45 minutes to 1 hour</td>
</tr>
</tbody>
</table>

Session 1--Assignments

<table>
<thead>
<tr>
<th>1) Purpose of Diversity Studies (0 points)</th>
<th>Type</th>
<th>Due Date</th>
<th>Time Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Assignment</td>
<td>August 29</td>
<td>2 hours</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 2) Diversity: Dim., Hist., Goals (60) | Research, Writing and Reflections | September 5 | 3 hours |
| 3) Sharing our Views (10) | Discussion Forum | September 10 | 20-30 minutes |
| 4) Cross Cultural Awareness Test (0) | Optional Test | This test is just for you. September 12 | 20 minutes |</p>
<table>
<thead>
<tr>
<th>Session 2--Assignments</th>
<th>Type</th>
<th>Due Date</th>
<th>Time Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Diversity: Concepts/Philosophies <em>(80 points)</em></td>
<td>Reading &amp; Writing Assignment</td>
<td>September 18</td>
<td>6-8 hours</td>
</tr>
<tr>
<td>2) Recognizing Diversity in the Classroom <em>(15)</em></td>
<td>Reading &amp; Writing Assignment</td>
<td>September 25</td>
<td>1-2 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3--Assignments</th>
<th>Type</th>
<th>Due Date</th>
<th>Time Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Knowledge Construction/School Reform <em>(40 points)</em></td>
<td>Research, Writing and Reflections</td>
<td>September 30</td>
<td>6-8 hours</td>
</tr>
<tr>
<td>2) Print/Media Analysis <em>(30)</em></td>
<td>Research and Writing</td>
<td>October 6</td>
<td>2-4 hours</td>
</tr>
<tr>
<td>3) Bias in Print/Media <em>(10)</em></td>
<td>Discussion</td>
<td>October 8</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 4 Assignments</th>
<th>Type</th>
<th>Due Date</th>
<th>Time Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Curriculum and Teach Strategies <em>(40 points)</em></td>
<td>Research, Writing and Reflections</td>
<td>October 15</td>
<td>4-6 hours</td>
</tr>
<tr>
<td>2) Internet Resources <em>(20)</em></td>
<td>Web Searches <em>(see Military Child information above)</em></td>
<td>October 18</td>
<td>3 hours</td>
</tr>
<tr>
<td>3) Resource Sharing <em>(20)</em></td>
<td>Group Discussion Board</td>
<td>October 21</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session 5 Assignments</td>
<td>Type</td>
<td>Due Date</td>
<td>Time Requirements</td>
</tr>
<tr>
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<td>-------------------</td>
</tr>
<tr>
<td>1) Gender, Language, Intergroup Relations, &amp; Guidelines (50 points)</td>
<td>Research, Writing, Reflection, Discussion</td>
<td>Nov 1</td>
<td>6-8 hours</td>
</tr>
<tr>
<td>2) Multicultural Unit Plan Activity (100)</td>
<td>Research, Writing</td>
<td>Nov 6</td>
<td>3-4 hours</td>
</tr>
<tr>
<td>Field Application Component (15 points)</td>
<td>Research, Writing, Reflection,</td>
<td>Nov 15</td>
<td>10 or more direct contact hours in diversity activities with a student of a different culture</td>
</tr>
<tr>
<td>Final Exam Reflection (20 points)</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Application Component: Print and complete the observation timesheet to describe and record your activities with a diverse student. Complete the permission form and have it signed by a parent. These must be submitted accurately to pass the course. Read the He & Cooper (2011) article for background on the assignment before starting. **It is due by 11:59 PM on 11/15.** Start early!

Additionally, most participants in this module will complete the work while teaching in a classroom as a lateral entry teacher or licensed educator. Practical applications of the module content to classroom practices are a part of the module requirements. Students not teaching while they complete this module may have to seek an appropriate educational setting to which to relate selected activities. Once you select a setting and a student, get approval from the instructor before proceeding.

**EVALUATION CRITERIA AND GRADING SCALE**

Your grade will be affected based upon content and writing style (including grammar, spelling, etc.). Be sure to proofread carefully. Late work may also affect your grade. This module is graded on a points-accumulated basis according to the points cited for assignments above. The grade distribution is as follows:

585 Total Points
A=92%-100% of points (585-538 points)
B=83%-91% of points (537-485)
C=74%-82% of points (484-432)
F=Below 74% of points (below 432 points)

NOTICE:
The syllabus and assignments are subject to change at the discretion of the instructor.
No incomplete grades will be given except for verified emergencies at the end of the course.
No grade will be given for the course unless all assignments and tasks are complete as judged by the instructor.

Grading Policy (The FSU grading policy, as per the University Catalog applies to this course.)

1. Failure to comply with the class assignment schedule will be detrimental to your grade.

2. Late submission of any course activities or tasks is not recommended. Assignments that are not submitted to Blackboard within 3 days past the due date, will receive a grade of 0, unless they are accompanied by an “official” excuse. The assignment will be considered late if received after midnight of the due date. Please double-check to make sure you have your name and the assignment name on each paper.

3. Failure to perform any activities or tasks assigned will result in a grade of “0”.

4. Other: Any student missing three or more on-line assignments or e-mail communications will receive an EA grade in the FSU BANNER Grade System.

INSTITUTIONAL GUIDELINES

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of
Student Affairs located in the Collins Administration Building.  Fayetteville State University
Undergraduate Catalog pg. 85

Class Attendance

Students are expected to complete all assigned course and Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Since this is an online course, I assign EA grades for lack of online course activity and course participation. It is not beneficial to allow long gaps in course participation. Students must keep up with the assignments and turn in good quality work on time. I reserve the right to deduct points for late work. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.


Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

Requesting an Absence due to Religious Observance

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused
absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

*(Note: It is my policy to **NOT** give grades of Incomplete.)*

**Withdrawal from Class**

From August 26, 2014- November 5, 2014, students considering withdrawal from class must complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

**Withdraw from the University**

From August 26 2014- November 17, 2014, students may withdraw from the University. Withdrawal from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

**Disabled Student Services**
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

**FSU Policy on Electronic Mail**

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**Inclement Weather**

We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

**Register your phone for emergency text alerts** (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

- Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf) page.
- Enter your Banner ID.
- Enter your cell phone number, then enter it again to verify.
- Click Submit.

**SELECTED RESOURCES**

**Texts**


Web Sites

An Approach to Teaching Diversity
http://www.uww.edu/learn/diversity/dozensuggestions.php

Diversity Activities
http://education.byu.edu/diversity/activities.html

Diversity and Complexity in the Classroom
http://teaching.berkeley.edu/bgd/diversity.html

Diversity and Inclusive Teaching
http://cft.vanderbilt.edu/teaching-guides/interactions/diversity/

Diversity Web
http://www.diversityweb.org/index.cfm

Inclusive Teaching
http://depts.washington.edu/cidrweb/inclusive/diversify.html

It’s OK to be Different
http://www.readwritethink.org/classroom-resources/lesson-plans/okay-different-teaching-diversity-890.html

Teaching and Diversity
http://www.indiana.edu/~icy/diversity.html

When Life Hands You a Lemon, Peel It
http://www.adl.org/issue_education/hateprejudice/prejudice7.asp

*Additional resources may be listed on the Blackboard site for your use during the course.

**Reminder: The syllabus, Blackboard site, assignments and due dates are subject to change at the discretion of the instructor.