EDUC 311-D1 Foundations of Multicultural Education & Diversity
Spring 2015

“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.”

Professor: Dr. Gerold H. Jarmon

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Email Address: gjarmon@uncfsu.edu or delorgeintl@gmail.com

Office Hours: Online or teleconference on Mondays 11:00 a.m. – 1:00 p.m. or by appointment only
Semester: Spring Semester 2015
Course Location: ONLINE

Monthly Seminar Meeting Day
/Time: 2nd and 4th Thursdays: 7:00 p.m. – 8:00 p.m. (To be announced)
& Discussion Board Sessions:
Thursdays: 6:00 p.m. – 10:00 p.m.
COURSE DESCRIPTION:

EDUC 311, Foundations of Multicultural Education & Diversity, examines the historical development of multicultural education and its efforts to help students understand social and educational issues faced by our diverse nation. The instructor/facilitator will help guide students to think critically and reflectively regarding decisions that need to be made as a classroom teacher to meet the academic, social, cultural, and emotional needs of all students. Intercultural conflicts and philosophical viewpoints will be addressed to guide discussions relating to the applicability and implementation of principles and practices guiding multicultural education in the 21st century.

TEXTBOOK:


DISABLED STUDENT SERVICES:

In accordance with Section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act (ACA) 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

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, explicited 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.

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<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<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>
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<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>
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<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</td>
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<tr>
<td>I: Teachers demonstrate leadership</td>
<td>II: Teachers establish a respectful environment for a diverse population of students</td>
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**North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards**

The North Carolina Professional Teaching Standards, developed by the NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be distributed in class in their entirety.

<table>
<thead>
<tr>
<th>I: Teachers demonstrate leadership</th>
<th>II: Teachers establish a respectful environment for a diverse population of students</th>
<th>III: Teachers know the content they teach</th>
<th>IV: Teachers facilitate learning for their students</th>
<th>V: Teachers reflect on their practice</th>
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**NCDPI Technology Standards:**

The following technology standards developed by NCDPI will also be addressed through the activities outlined in this course.

I. Teacher demonstrate a sound understanding of technology operations and concepts.
II. Teachers plan and design effective learning environments and experiences supported by technology

III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning

IV. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies

V. Teachers use technology to enhance their productivity and professional practice

VI. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

NCDPI Diversity Standards:

The following diversity standards developed by NCDPI will also be addressed through the activities outlined in this course.

1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.
2. Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.
3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.
4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.
5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.
6. Teachers of diverse students are reflective practitioners who are committed to educational equity.

COURSE GOALS AND OBJECTIVES:

1. Acquire, understand, and apply knowledge of how cultural groups and students’ cultural identities impact learning and school achievement. (Foundational Knowledge)
2. Describe the history, research, and current practice in the field of culturally responsive pedagogy and apply this knowledge to improve teaching and learning. (Foundational Knowledge)
3. Understand the influence of diversity and planning instruction accordingly. (Application)
4. Integrate effective literacy instruction throughout the curriculum and across the content areas to enhance student learning. (Application)
5. Survey the cultural backgrounds of children in the community. (Integration)
6. Design a classroom environment supportive of cultural pluralism. (Integration)
7. Develop and implement an anti-bias curriculum (integration)
8. Develop a personal educational philosophy statement addressing the Conceptual framework theme stating that teachers have a “respect for diversity and individual worth.” (Human Dimension)
9. Assess individual dispositions of effective multicultural teaching. (Human Dimension)
10. Analyze the problems of stereotyping individuals and groups. (Human Dimension)
11. Learn and demonstrate effective teaching strategies for integrating all children into the Classroom for minimizing cultural barriers to education. (Caring)
12. Explore the dispositions necessary to be more effective teacher, communicator, and leader.

UNIVERSITY COLLEGE CORE CURRICULUM (LEARNING OUTCOMES):

1. Reasoning Skills:
   a. Reasoning Skills-Critical Thinking: Students will accurately evaluate the reasonableness of arguments’ evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.
   b. Reasoning skills-Quantitative: They will apply math to situations common in everyday living, and they will calculate, interpret, and assess statistical data and concepts, percentages, proportions, rates of change, geometric measures, linear equations, probability and risk.

2. Global Literacy: Students will appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them; interact effectively with culturally different peoples; understand cultural interdependence, and create solutions to intercultural problems.
the needs of the student.

Class Requirement Notation Codes:
- **Gold-Activity Assignment**, Green- Online discussion boards
- **Red- Online seminar session meetings** Blue- Chapter online assessments & Book Review

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<tr>
<th>Week of:</th>
<th>Class Topic/Issue</th>
<th>Activity</th>
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<tr>
<td>January 12, 2015</td>
<td>Introduction to EDUC 311 Multicultural Schools: What, Why and How?</td>
<td>Class introduction. What is the role of multicultural education in society? (A discussion board question ready for posting by 1/15/15) Assigned Text Reading: Foundations of Multicultural Education Chapter 1. Powerpoint lecture/discussion notes to be released for Chapter 1 on Tuesday, 1/20/15. <strong>Class activity assignment #1 to be announced and released on Wed. 1/21/15 due by Wed. 1/28/15. Online discussion board post activity due by Tuesday, 1/22/15.</strong> Online seminar session meeting date: 1/29/15 from 6:00 p.m. – 7:00 pm in the virtual classroom.</td>
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<td>January 19, 2015</td>
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<td>Class activity assignment #2 to be released on 1/24/15 Chapter 1 Online Assessment quiz by 11:00 p.m. on Monday, 2/1/15. <strong>Class activity assignments 1 &amp; 2 are due by 2/2/15</strong></td>
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<tr>
<td>January 26, 2015</td>
<td>Continuation of Foundations of Multicultural Education (Chapter 1) Summation</td>
<td>Study guide powerpoint note-taking &amp; review reading for Chapter 2 takes place this</td>
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<td>February 2, 2015</td>
<td>Introduction to Chapter 2 Culture, Race and the Contexts for Multicultural</td>
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<td>Date</td>
<td>Topic</td>
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<td>February 9, 2015</td>
<td>Continuation of Chapter 2.</td>
<td>Chapter 2 online assessment quiz released on 2/11/15 and due by 11:00 pm. on 2/16/15</td>
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<td>February 16, 2015</td>
<td>Introduction to Chapter 3. “Race Relations and the Nature of Prejudice”</td>
<td>Chapter 3 class assignment readings takes place. Study guide powerpoint notetaking for Chapter 3 will be made available at this time. Student activity assignment #4 is released and due by 2/23/15</td>
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<td>February 23, 2015</td>
<td>Introduction to Chapters 4 &amp; 5 readings- “Immigration and the American Dream.” And “Colonialism &amp; Involuntary Immigration of African-Americans and American Indians”</td>
<td>Study guide powerpoint note-taking exercise and readings take place for Chapters 4&amp;5 this week. Online discussion board posting activities due by 2/27/15. Student activity #5 due date will be announced after Spring break. Online seminar meeting on 2/26/15. Powerpoint notetaking for Chapter 4.</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>March 2- March 6, 2015</td>
<td>Mid-term Week</td>
<td>Continuation of Chapter 5 readings “Colonialism &amp; Involuntary Immigration of African-American Indians” Mid-term Test Week on Chapters 1-4 materials Online Mid-term examination on 3/2/15 Begin readings on Chapter 6 &amp; 7 in your text.</td>
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<td>SPRING BREAK (NO CLASSES): March 8, 2015 – March 14, 2015</td>
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<td>March 23, 2015</td>
<td>Introduction to Chapters 8 “Learning Styles and Culturally Competent Teaching”</td>
<td>Chapter 8 readings and powerpoint study guide note-taking activity.</td>
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**Student activity 6 due. Date for activity 6 will be announced.**

**Mid-term to be released on 3/2/15. Mid-term due 3/6/15 covering Chapters 1-4.**

**Mid-term due : 3/6/15**

Student activity 6 is also due. Due date will be announced

**Online seminar meeting takes place today Thursday, 3/19/15**

**Open book quiz assessment on Chapters 6 & 7 on 3/23/15**

**Online seminar meeting takes place Thursday, 3/19/15**

**Open book discussion board posting due by 3/20/15 for Chapters 6 & 7.**
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>March 30, 2015</td>
<td>Introduction to Chapters 9 &amp; 10: “Reaching All Learners” and “Teaching in Linguistically Diverse Classrooms”</td>
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<td>April 6, 2015</td>
<td>Continue discussion of Chapter 10.</td>
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<td>April 13, 2015</td>
<td><strong>BOOK REACTION PAPER WRITING WEEK</strong></td>
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<td>April 20, 2015</td>
<td>Introduction to Chapter 11- “Multicultural Curriculum Development”</td>
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<td>May 4, 2015 –May 8, 2015</td>
<td>Final Examination Week</td>
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**CLASS ATTENDANCE:**

All students are expected to attend all class meetings and other instructional sessions. Students are expected to log on each week at a designated time for lecture discussions. All students are expected to participate in the discussion board of the Blackboard system in order to engage in the discussion of issues pertinent to multicultural education. Ten percent of the course grade is based on class attendance. Make-up assignments will be left up to the discretion of the instruction for this course.
For students whose class absences exceed 10% of the total contact hours for this online class, a grade of “EA” Excessive Absences will be reported to the Office of the Registrar. The EA is not a final grade. 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.

**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 e-mail 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 confidential nature must be submitted via FSU e-mail. 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 e-mail may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**RELIGIOUS OBSERVANCES**

A minimum of two (2) excused absences each academic year for religious observances required by the faith of a currently enrolled student. Such absences must be required in accordance with the procedures of Fayetteville State University policy. Excused absences shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in the FSU policy, instructors shall maintain authority to establish and enforce the attendance policy for the course 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.

**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 contribution 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
Title IX – Sexual Misconduct:
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-387  
psmith@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual: Ms. Victoria Ratliff, Deputy Title IX Coordinator for Students, Spaulding Building, Room 155, (910) 672-1222, vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible. Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

EVALUATION CRITERIA
A. GRADE DISTRIBUTION
   1. Online Book Chapter Quizzes  20%
   2. Mid-term Examination  20%
   3. Discussion Board Postings/Class Activities  10%
   4. Attendance  10%
   5. Selected Book Reaction Paper, TBA  20%
   6. Final Examination  20%

B. UNIVERSITY
   GRADING SCALE 90 –
   100  A
   80 – 89  B
For additional information regarding university academic policies, please consult your FSU student catalog

**CLASS ACTIVITIES and REQUIREMENTS:**

**Seminar Meeting Sessions:** Seminar meeting sessions will be held on the second and fourth Thursdays between the hours of 7:00 p.m. – 8:00 p.m. to discuss or outline key important points that students should focus on in studying the research-based information presented in each chapter. At that time, questions relating to student research-based activities and outside readings will be addressed during those seminar sessions. *It is not mandatory that you attend each seminar session; however, it is recommended that you do attend a few of them in order to gain clarity of chapter readings in addition to understanding the scope and sequence of the course.*

**Assessments:** Chapter quiz assessments will be provided based readings and class notes.

Online assessments will be timed and expected to be completed online. Quiz grades will be posted in the student grade center.

**Discussion Board Postings:** All students are expected to participate in discussion board issues or topics relating to the content areas identified for EDUC 311. Discussion board feedback will be based on the quality of feedback and the understanding of content issues, or topics relating to class discussions.

**Chapter Activities:** All students are expected to complete weekly chapter activities identified each week in the Blackboard/Course Assignments section. Students will need to email all required weekly, activity assignments to the online digital dropbox designated by the specific time announced by the instructor. *NO LATE ASSIGNMENTS WILL BE ACCEPTABLE* unless there is an extreme emergency case determined by the instructor.

Mid-term and final exams will be based on content area related topics, principles and theories discussed in class along with chapter readings, class activity materials, and discussion board topics.

**Syllabus Announcement:**

**EXCELLENCE IN TEACHING CONFERENCE** will be held on Friday, April 17, 2015. This will be an all day activity. The conference will be free to all students and more information is forthcoming.

**Selected book reaction paper, due date 4/20/2015 (20 percent)**
Write a 4-5 page reaction paper that addresses the following: (1) a brief summary of the book’s thesis and what the author hoped to accomplish (1-2 paragraphs), (2) evidence of the impact of race, culture (especially language and/or religion), class and geographic region in the life history and educational experience of the book’s main characters, (3) examples of similarities and differences between you and the main character in terms of education and lived experience (incidents where you personally could connect with the book’s main character), and (4) your personal assessment of this book in terms of becoming a teacher and strengthening your multicultural competence.

Selected Course Readings: (Select one of the following multicultural education books after the first class meeting or you may choose one of your choice to prepare for your selected book reaction paper, due date 4/20/2015)