School of Education
Department of Middle Grades, Secondary, and Specialized Subjects
Phone (910) 672 - 1181

SYLLABUS

Planning and Implementing Instruction for Diverse Learners

Course Number: EDUC 610 D1
(3 credits)

Instructor: Dr. Virginia J. Dickens
Phone Number: 910-672-1635
Email Address: vdickens@uncfsu.edu
Semester: Spring 2015
Course Location: Online Blackboard
Meeting Day & Time: Online
Office Hours: Tuesdays & Thursdays 1230-430 PM
Office Location: Butler 248
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]

TEXT


Other readings as required.

COURSE POLICIES

The course policies are outlined in the Ethics Agreement available on the Blackboard course site. This agreement must be read, signed and returned to the Blackboard Assignment link before students begin the course assignments.

COURSE STRUCTURE

This course is designed to provide an online learning experience. There is also a field based application experience. Activities will consist of readings, written assignments, discussions, and a practical application requirement.

BLACKBOARD ACCESS

This course content will include online information and resources through a course management system named Blackboard. To access this course site on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). You can access Blackboard from the FSU homepage and use your FSU login information to enter the site. For help with Blackboard, please contact the ITTS Helpdesk at 910.672.4357. Passwords are set to expire regularly. You may also reset a password by logging into the FSU Campus Network.

Special Note: You will need access to either a pc or laptop computer to view instructor feedback, as feedback does not appear appropriately via a tablet, iPad or cell phone.

COURSE TOPICS, OUTLINE, ASSIGNMENTS, ASSIGNMENT SCHEDULE/DUE DATES

See page 12 and following of this syllabus. Since this is an online supported course, you must also go to the Blackboard course site for more in depth instructions and assignment descriptions.

School of Education’s Conceptual Framework

"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."

Conceptual Framework Description

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>
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<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>
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<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 learn, achieve, and succeed in life.</td>
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<tr>
<td>Themes and Indicators</td>
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<tr>
<td><strong>Caring Disposition &amp; Ethical Responsibility (1)</strong></td>
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<tr>
<td>Establish a safe and supportive learning environment</td>
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<td>Improve communication and collaboration skills</td>
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<tr>
<td>Possess in-depth knowledge of the content they plan to teach</td>
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<tr>
<td>Strategically review the school’s vision, mission, and goals in the 21st century.</td>
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<td>Demonstrate a belief that all students can learn and that student learning is the primary responsibility of the teacher and school stakeholders</td>
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<tr>
<td>Acquire personal technological excellence/competency to support professional development and competency</td>
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<td><strong>Communication (2)</strong></td>
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<tr>
<td>Facilitate a caring and nurturing climate for all</td>
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<tr>
<td>Model effective oral, written, and non-verbal communication</td>
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<tr>
<td>Demonstrate how to teach the content so that all students can learn</td>
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<td>Practice effective leadership skills to improve the profession and contribute to the establishment of positive working conditions</td>
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<tr>
<td>Display respect for the world views of diverse people, wide-ranging family structures, different ability levels, varied economic groups, and different perspectives</td>
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<td>Apply and demonstrate competence in the use of innovative technologies for instruction, management, and assessment</td>
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<tr>
<td><strong>Knowledgeable &amp; Reflective (3)</strong></td>
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<tr>
<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
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<tr>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
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<tr>
<td>Use a variety of assessments methods, taking into account the students’ diverse backgrounds and abilities</td>
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<td>Advocate for positive change in policy and practice in schools</td>
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<tr>
<td>Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners</td>
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<tr>
<td>Effectively use technology for reporting purposes, and communicating with parents/guardians of students</td>
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<tr>
<td><strong>Research and Leadership (4)</strong></td>
<td></td>
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<tr>
<td>Work with Families &amp; Communities (7)</td>
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<tr>
<td>Use varied research methods, observation, and inquiry to understand the family and its role in education</td>
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<tr>
<td>Use various methods to interact positively with students and their families</td>
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<tr>
<td>Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners</td>
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<tr>
<td>Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and community to support learning and achievement</td>
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<tr>
<td>Model professional ethical standards at all times using digital technology and social media</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
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<tr>
<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
</tr>
<tr>
<td><strong>Caring Disposition &amp; Ethical Responsibility</strong> (1)</td>
<td>Communicatio n (2)</td>
</tr>
<tr>
<td>Develop positive relationships with parents, guardians, and/or caregivers</td>
<td>Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards</td>
</tr>
<tr>
<td>Caring Disposition &amp; Ethical Responsibility</td>
<td>Communicatio n (2)</td>
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<tr>
<td>Promote and participate in collegial interactions within the educational environment</td>
<td>Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth</td>
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<td></td>
<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
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<td>Promote global awareness and the interconnectedness of content area/discipline</td>
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<td>(1)</td>
<td>Demonstrate knowledge of the relationship between core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness</td>
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<td>Collaborate within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and sharing this work throughout the professional community.</td>
</tr>
</tbody>
</table>
1. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners. [multicultural unit plan activities by 5/12/15]
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 by 5/12/15]

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 by 5/12/15]
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 question by 5/12/15]
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 by 5/12/15]
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; session questions by 5/12/15]
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 by 5/12/15]

NC DPI Professional Teaching Standards (by 5/12/15)

<table>
<thead>
<tr>
<th>Standards Used in Course</th>
<th>NC Core Standards (projects, questions, discussions, online activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1. Teachers demonstrate leadership.</td>
</tr>
<tr>
<td>X</td>
<td>2. Teachers establish a respectful environment for a diverse population of students.</td>
</tr>
<tr>
<td>X</td>
<td>3. Teachers know the content they teach.</td>
</tr>
<tr>
<td>X</td>
<td>4. Teachers facilitate learning for their students.</td>
</tr>
<tr>
<td>X</td>
<td>5. Teachers reflect on their practice.</td>
</tr>
</tbody>
</table>

NC DPI Graduate Standards (by 5/12/15)

<table>
<thead>
<tr>
<th>Standards Used in Course</th>
<th>Standard 1: Teacher Leadership (projects, questions, discussions, online activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.</td>
</tr>
</tbody>
</table>

Teacher leaders will know and be able to:

• Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.

• Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.

- Participate in professional learning communities.

### Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.

- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.

- Facilitate and model caring and respectful treatment of individuals within the learning community.

- Demonstrate knowledge and understanding of diverse world cultures and global issues.

- Encourage high expectations for all students.

- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

### Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.

- Model the integration of 21st century content and skills into educational practices.

- Develop relevant, rigorous curriculum.

### Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Teacher leaders:
• Seek out and use existing research to inform school practices.

• Design action research to investigate and improve student learning and school policies and practices.

• Model technology integration that supports student learning.

• Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

X  Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Teacher leaders:

• Promote an educational culture that values reflective practice.

• Model the development of meaningful professional goals.

• Model personal and professional reflection to extend student learning and school improvement.

COURSE /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.
15. Curriculum Guidelines for Multicultural Education.

COURSE OUTLINE, ASSIGNMENTS AND SCHEDULE OF DUE DATES

This course/module will be one semester long. It will begin on January 10 and end on May 2, 2015. Each of the sessions includes the activities to be completed and the time frame for completing. Specific instructions for completing assignments are
available on the EDUC 610 Blackboard course site. If there are questions concerning assignments and schedule based on individual issues, please email your instructor.

Assignment schedule and due dates of course assignments are provided below and in Blackboard course site. Do not plan to submit late assignments please. No Incomplete grades will be issued except in verifiable emergencies at the end of the course.

Assignments/Due Dates/Points---Note that Due Dates are not sequential. Look and plan ahead so you don’t miss any due dates. Most due dates in red below are out of sequence and require you to look ahead---heads up! Work ahead as you know (as an adult) how complicated life can become.

<table>
<thead>
<tr>
<th>Intro. to Module--</th>
<th>Assignments/Points</th>
<th>Type</th>
<th>Due Date</th>
<th>Approx. Time Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disclosure Form for Field Experience Requirement (see Session 5 Assignment 3 below) (required to continue in the course)</td>
<td>Written/signed clearance form available online below* and in Blackboard course site to be completed/signed/scanned and submitted to Blackboard Assignment link</td>
<td>All no later than January 17</td>
<td>15 minutes</td>
<td></td>
</tr>
<tr>
<td>Ethics Agreement</td>
<td>Written ethics agreement available in Course Information in Blackboard to be submitted to BB Assignment link</td>
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</tbody>
</table>

Link to Disclosure Form
http://www.uncfsu.edu/Documents/OTE/Forms/Voluntary%20Disclosure%20Form%20Fall%202012%20PDF%20for%20Website.pdf

<table>
<thead>
<tr>
<th>Session 1--Assignments/Points</th>
<th>Type</th>
<th>Due Date</th>
<th>Approx. Time Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Diversity: Self-Assessments (20 points)</td>
<td>Writing Assignment</td>
<td>January 17</td>
<td>1 hour</td>
</tr>
<tr>
<td>2) Personalizing Diversity (60)</td>
<td>Writing Assignment</td>
<td>January 24</td>
<td>2 hours</td>
</tr>
<tr>
<td>3) Getting to Know Group Members (10)</td>
<td>Discussion</td>
<td>January 31</td>
<td>45 minutes to 1 hour</td>
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<table>
<thead>
<tr>
<th>* Session 2--Assignments/Points</th>
<th>Type</th>
<th>Due Date</th>
<th>Approx. Time Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Diversity: Dim., Hist., Goals (60)</td>
<td>Reading &amp; Writing Assignment</td>
<td>February 14</td>
<td>5 hours</td>
</tr>
<tr>
<td>2) Sharing our Views (10)</td>
<td>Discussion Forum</td>
<td>February 14</td>
<td>20-30 minutes</td>
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</tbody>
</table>

* 3) ABC’s Cultural Understanding and Communication Field Project Guidelines (200 points) | Research, Field Experience, Writing | On or before April 25 | 12-15 hours |

4) Cross Cultural Awareness Test (0) | Optional Test | This test is a resource only-- February 14 | 20 minutes |

<table>
<thead>
<tr>
<th>Session 2--Assignments/Points</th>
<th>Type</th>
<th>Due Date</th>
<th>Approx. Time Requirements</th>
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</thead>
<tbody>
<tr>
<td>1) Diversity:</td>
<td>Reading &amp; Writing Assignment</td>
<td>February 28</td>
<td>6-8 hours</td>
</tr>
<tr>
<td>Concepts/Philosophies (80 points)</td>
<td>2) Recognizing Diversity in the Classroom (15)</td>
<td>Reading &amp; Writing Assignment</td>
<td>Feb 21</td>
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<tr>
<td>Session 3--Assignments/Points</td>
<td>Type</td>
<td>Due Date</td>
<td>Approx. Time Requirements</td>
</tr>
<tr>
<td>1) Knowledge Construction/School Reform (40 points)</td>
<td>Research, Writing and Reflections</td>
<td>March 17</td>
<td>6-8 hours</td>
</tr>
<tr>
<td>2) Print/Media Analysis (30)</td>
<td>Research and Writing</td>
<td>March 7</td>
<td>2-4 hours</td>
</tr>
<tr>
<td>3) Bias in Print/Media (10)</td>
<td>Discussion</td>
<td>March 17</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Session 4 Assignments/Points</td>
<td>Type</td>
<td>Due Date</td>
<td>Approx. Time Requirements</td>
</tr>
<tr>
<td>1) Curriculum and Teach Strategies (40 points)</td>
<td>Research, Writing and Reflections</td>
<td>April 10</td>
<td>4-6 hours</td>
</tr>
<tr>
<td>2) Internet Resources (20)</td>
<td>Web Search</td>
<td>March 22</td>
<td>2 hours</td>
</tr>
<tr>
<td>3) Personal Experience Sharing (10)</td>
<td>Group Discussion Board</td>
<td>March 22</td>
<td>½ hour</td>
</tr>
<tr>
<td>4) Military Connected Children &amp; Youth Paper (20)</td>
<td>Research &amp; Writing</td>
<td>March 28</td>
<td>4 hours</td>
</tr>
<tr>
<td>Session 5 Assignments/Points</td>
<td>Type</td>
<td>Due Date</td>
<td>Approx. Time Requirements</td>
</tr>
<tr>
<td>1) Gender, Language, Intergroup Relations, &amp; Guidelines (60 points)</td>
<td>Research, Writing, Reflection, Discussion</td>
<td>April 25</td>
<td>6-8 hours</td>
</tr>
<tr>
<td>2) Multicultural Unit Plan Activity (100)</td>
<td>Research, Writing, Discussion</td>
<td>April 11</td>
<td>3-4 hours</td>
</tr>
</tbody>
</table>

*Remember that the ABCs Field Project from Session 2 is due on or before April 25

**Field Project Component: ABC’s Cultural Understanding and Communication Field Project**

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.

Select a K-12 student whose cultural background is different from yours. Explain to the student’s parents/guardian the purpose and procedure of your field project (as stated in this document). You must obtain appropriate clearances to complete this assignment. **You must submit a completed, signed and scanned Disclosure Form (provided in Blackboard site) to the instructor through the Blackboard Assignment link no later than January 17. (A Background Check is also required if you must respond “Yes” to any questions on the Disclosure Form.)** You must also obtain student permission if 18+, parent/guardian permission and administrator permission (if conducting in a school or other agency setting) in writing to participate in your field project which you will submit with
your final report (forms also provided in Blackboard course site). Assure the parents/guardian in writing that no personally identifiable information will be shared with anyone. You will need to dedicate a minimum of 10 contact hours to spend with the student and family/guardian outside of the classroom setting. It is recommended that all time spent with the student be under the supervision of and in the presence of the family/guardian. This could include having a meal together, interviewing the student/family/guardian, playing games/sports, taking a field trip, etc.

During the time, you will want to conduct student and family interviews to be able to complete the student biography writing assignment section of the project. You will want the interview to be unstructured, but you will also want to develop a list of non-invasive questions to guide your information collection (important information such as: memories of friends, family, school, fun, religion, good times, difficult times from baby days to the present). You will complete an ABC’s Cultural Understanding and Communication Field Project Written Report according to guidelines provided in the Blackboard course site and submit with appropriate permissions.

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:

785 Total Points

A=92%-100% of points (785-722 points)

B=83%-91% of points (721-651)

C=74%-82% of points (651-580)

F=Below 74% of points (below 580 points)

Notes:

The instructor reserves the right to modify the syllabus in response to demonstrated instructional need.

No incomplete grades will be given except for verified emergencies at the end of the course.

FYI—Excellent Professional Development Opportunity
The School of Education is sponsoring an Excellence in Teaching Conference which will be held on Friday, April 17, 2015 at the University. This is an all day activity which will be free to all students and more information is forthcoming.

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*

**Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will "prepare themselves
for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations." Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student's final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

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
lmelv10@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.

Class Attendance

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned 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. 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.

**Withdrawal from Class**

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**

Withdraw 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](mailto: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,

1. Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://www.uncfsu.edu/registrar/forms.htm) page.
2. Enter your Banner ID.
3. Enter your cell phone number, then enter it again to verify.
4. 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

Military Child Education Coalition
http://www.militarychild.org/

Operation Military Kids
http://www.operationmilitarykids.org/public/home.aspx

Organizations Supporting the Military Child
http://www.aasa.org/content.aspx?id=9006

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