The University of Tennessee at Martin
Department of Educational Studies
Multicultural Issues in Education and Counseling
Fall 2009
EDFN 720, 3 hours of credit
On-Line Course

Instructor
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I check my email frequently and will get back to you usually within 72 hours taking into account that I take weekends off. Questions pertaining to coursework, etc. should be posted in the Questions Thread of the Discussion Board. Please do not email them to me.

Assignments are to be submitted via the assignment feature found in each chapter/topic folder. Please do not attempt to submit work via email or the digital dropbox unless you are directed to do so by the instructor.

I am seldom in my campus office. The best way to reach me is via email if you have a personal concern that cannot be solved via the discussion board questions thread. You may call me if you have an emergency question that you need answered immediately or if you have personal concerns that you do not wish to share electronically.

Course Title and Number
EDFN 720 Multicultural Issues in Education and Counseling

Semester Credit Hours
3 semester hours

Catalog Description
EDFN 720. Emphasis is on multicultural education and cultural foundations in education and counseling; developing knowledge, self-awareness, and skill competencies for effectiveness in teaching, counseling, and educational administration in K-12 schools, and counseling in mental health agencies.

Rationale
It is essential that teachers and school administrators become familiar with the similarities and differences that exist among the various groups which are particularly (but not necessarily limited to those) represented in the school population. Teachers, counselors (school and mental health), and school administrators greatly benefit from an increased understanding of various theories and methods that are needed for adapting and adjusting to diverse cultures.

Nature of Students to be Served
This is a critical course designed to develop critical skills needed by all teachers who seek professional effectiveness in a pluralistic society.

Conceptual Framework
The Graduate Faculty has adopted the theme "Professional Educators as Leaders and Enhancers of Human Development" to represent its goal in continuing an educator's professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate's potential. They include:

Key 1 Knowledge, Skills and Application – Candidates will exhibit an understanding of:
- how all students develop and learn;
- their area of expertise and appreciate how knowledge in this area is created, organized, linked to other disciplines and applied to real-world settings;
- how to create multiple paths, including use of information technology, to the subjects they teach to develop problem-solving abilities in students;
- how to adjust practice based on observation and knowledge of students' interests, abilities, skills, knowledge, family circumstances and peer relationships;
- how to be a "change agent."

Key 2 Human Relations – Candidates will:
- engage all groups of students to ensure a disciplined learning environment;
- organize instruction to allow the schools' goals for all students to be met;
- engage all students in appropriate behavior in and out of the classroom;
- be prepared for contributing to the effectiveness of the school through collaboration with other professionals on instructional policy, curriculum development and staff development;
- work collaboratively and creatively with parents and community resource personnel, engaging them productively in the work of the school.

Key 3 Inquiry – Candidates will:
- stay abreast of current research, and when appropriate, incorporate new findings in their practice;
- make decisions grounded in both the literature and their experience;
- apply the practice of data collection, observation and reflective thinking;
- use information technology in designing and executing a plan for research;
- read and interpret published research of others;
- apply the research findings appropriately to an educational setting for the benefit of all students.

Key 4 Professional and Ethical Behavior – Candidates will:
- serve as a role model to students and educational colleagues while serving as professional liaison to members of the community;
- employ respect for and understanding of cultural diversity as the responsibilities of the profession are modeled;
- exhibit academic integrity in the study and presentation of curricula content;
- cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty;

- understand the importance of engagement in lifelong learning so that they demonstrate and encourage the same in all students;
- take advantage of available resources and participation in professional development opportunities for continuous learning.

The candidate is expected to master the outcomes upon completion of his/her individual program. The keys are linked together by a solid ring representing the faculty's commitment to diversity, technology and assessment.

Interstate School Leaders Licensure Consortium Standards for School Leaders
The UTM Educational Administration and Supervision Program is aligned with the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC). The ISLLC standards include the following:

- *Standard 1* – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- *Standard 2* – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- *Standard 3* – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- *Standard 4* – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- *Standard 5* – A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- *Standard 6* – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
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School Leader Candidate Diversity Proficiencies

The School Leader Candidate will:

- Identify and address his/her own biases.

- Consider diversity when planning and implementing instruction.

- Consider diversity when wording questions and responses.

- Be completely comfortable with classroom discussion on diversity topics.

Regarding Ethnicity the School Leader Candidate will:

- Consider ethnicity when designing instruction.

- Explicitly include a variety of ethnic groups in the curriculum.

- Interact with students, parents, and colleagues of varied ethnicities in an equitable manner.

Regarding Race (Caucasian, African American, Asian or Pacific Islander, Native American, and other) the School Leader Candidate will:

- Value racial diversity as an integral component of educational systems.

- Understand how the culture of race affects learning.

- Interact with students, parents, and colleagues of all races in an equitable manner.

Regarding Socioeconomic Status (SES) the School Leader Candidate will:

- Consider socioeconomic status when designing instruction.

- Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups.

- Understand the unique needs of children of poverty.

- During field experiences, demonstrate a knowledge of how poverty affects student learning

Regarding Gender the School Leader Candidate will:

- Consider gender when designing instruction.

- Understand gender related issues relating to teacher questioning strategies.

- Integrate a knowledge of gender related issues into classroom management.

Regarding Language the School Leader Candidate will:

- Value linguistic diversity as an integral component of educational systems.

- Understand the unique needs of linguistically diverse learners.

- Adapt instruction to the needs of linguistically diverse learners.

Regarding Exceptionalities (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired) the School Leader Candidate will:

- Consider these exceptionalities when designing instruction.

- Understand strategies to address differentiated instruction and make accommodations in the classroom.

- Understand classroom management strategies, which may be appropriate for a variety of exceptional students.

- Recognize the need for appropriate accommodations during field experiences.

Regarding Religion the School Leader Candidate will:

- Increase personal tolerance for religious diversity.

- Consider religious diversity when designing instruction.

- Understand legal issues regarding the expression of religion in the public schools.

- Interact with students, parents, and colleagues of all religions in an equitable manner.

Regarding Sexual Orientation the School Leader Candidate will:

- Increase personal tolerance for persons of all sexual orientations.

- Understand issues related to sexual orientation that may affect learning

- Interact with gay or lesbian students, parents, and colleagues in an equitable manner.

Regarding Geographical Area the School Leader Candidate will:

- Consider geographical diversity when designing instruction. Understand variations in regional speech and attitudes.

- Interact with students, parents, and colleagues from both rural and urban settings in an equitable manner.

Tennessee Instructional Leadership Standards
The Tennessee Instructional Leadership Standards (TILS) identify core performances of effective instructional leaders. The TILS support the continuum of development from aspiring instructional leaders to exemplary instructional leaders committed to continuously improving their practice, contributing to the knowledge base and mentoring new leaders.
- Standard A: Continuous Improvement - An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.
- Standard B: Culture for Teaching and Learning - An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.
- Standard C: Instructional Leadership and Assessment - An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve student learning.
- Standard D: Professional Growth - An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.
- Standard E: Management of the School - An effective instructional leader facilitates learning and teaching through the effective use of resources.
- Standard F: Ethics - An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.
- Standard G: Diversity - An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and

the local community while addressing diverse student needs to ensure the success of all students.

Course Objectives
- Students will develop factual knowledge of diverse cultural and racial backgrounds to aid in facilitating classroom learning for students from diverse backgrounds.
- Students will develop strategies to increase knowledge and self-awareness of multicultural education and multicultural counseling.
- Students will develop strategies to acquire knowledge of selected socio-cultural concepts including the concepts of culture, cultural pluralism, ethnicity, race, racism, and ethnocentrism.
- Students will explore learning theories within multicultural settings.

Methods and Activities
- Discussion Board Responses
- Topic/Chapter Writing Assignment
- Annotated Bibliography
- Culminating Activity

Textbook(s)
- Required:
  - Marshall, P. L. (2002). *Cultural diversity in our schools.* Belmont, CA: Wadsworth.
  - American Psychological Association (2010). Publication manual of the American psychological association (6th ed.). Washington, DC: Author. NOTE: There are significant changes in this edition.
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- Recommended:
  - Subscribe to Tolerance.com at http://www.tolerance.org/index.jsp.
  - Request free materials that will support the coursework at http://www.tolerance.org/order_forms/index.html.
  - Explore your Hidden Bias at http://www.tolerance.org/hidden_bias/index.html
  - Explore Hidden History at http://www.tolerance.org/images_action/index.jsp.

Course Content
This course is a component of the core curriculum of the M.Ed. degree program in Educational Administration and Supervision. Central to students is the ability to understand, implement and manage organizational change.

Style of Written Work
All outside written work for this course must be done on a computer word processor; work must be double-spaced, free of spelling/grammatical errors, and in conformance with the requirements of the APA Publication Manual (6th ed.). The following link is also very helpful when writing in the APA style: http://www.psywww.com/resource/apacrib.htm.

All assignments submitted must be in a format that can be opened in Microsoft Word. Word Perfect files are not acceptable nor will Vista (.docx). If you have Vista and your work is automatically

saved in .docx format, make sure that you save your work in .doc format before submitting it to Blackboard. If you are unsure as to how to accomplish this task, please contact the IT Help Desk at 731.881.7900.

Blackboard

The content areas on Blackboard for this course are: assignments, announcements, calendar, discussion board, Dr. Murray, homepage, roster & external links. Chapter/topic folders, assignments, etc. are found in the assignments content area. Due dates are found on the course calendar. Any changes to the assignments, due dates, etc. will be found in announcements. Please check the announcements and your e-mail at least every two days.

Each chapter/topic folder contains information for that module. I will post any techno-glitches, comments of common concern, reflections on assignments/discussion board and updates/course changes in the announcement content area. Questions regarding the announcements, assignments, etc. should be posted on the discussion board question thread that has been established for this purpose for the benefit of all. General questions and questions of common concern are not to be sent to me as an email. If you have personal concerns, you may send them via email. If you have concerns that you do not wish to share electronically you may contact me via telephone.

The external links contain online sites that may be of professional interest and that will assist you in completing your requirements. You are expected to use at least two outside references from refereed journals in education and multicultural topics to support your reflections on module articles. It is your responsibility to retrieve these additional reference materials for your assignments. Wikipedia, un-refereed journals, textbooks and books are not acceptable references for this requirement.

You will find a link to an APA website that is very helpful. It is important that you use correct APA format in your article reflections and culminating activity. Points will be deducted from assignments that have APA formatting, grammatical, and/or spelling errors. Please use Times New Roman 12 point font for all submissions. Double space all elements of the paper and leave a one-inch margin on all sides. Use left margin justification. These and more specific manuscript guidelines can be found in the APA manual.

Information may be added to the announcements and possibly in module folders throughout the semester. I suggest that you check all content areas every one or two days.

Nature of Evaluations and Other Major Requirements

Grading Scale

Points	Grade	
141 - 150	A	• No credit will be given for an assignment that is more than three days late unless the instructor has given prior approval. If there are extenuating circumstances, students should discuss the situation with the instructor to make alternative arrangements **before** the assignment is due. Points will be deducted for all late projects. Late projects will be reduced by one letter grade for each day they are late.
131 - 140	B	
120 - 130	C	
105 - 119	D	• Caveat: Adjustments to the requirements of the class may be made by the instructor to accommodate class needs. These will be addressed in the announcement content area.
0 - 114	F	

Assignments & Course Requirements

EDFN 720
Dr. Sandy Murray
FA 09
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Course Orientation
- You must complete the course orientation in order to earn a grade of A.
- The course orientation document is found in the Welcome Folder.

Homepage
- The homepage is a way for us to get to know each other. You can see an example of the types of information you should include on my Staff Information page – Dr. Murray. This would be the information you would share on the first day of classes in a face-to-face course.
- Each student is to prepare and post a homepage.
- The following items are mandatory
  - Introduction
    - Name
    - Email address
    - Contact telephone numbers
    - School where you work
  - Personal information
    - How long you have been in the EDEL Program
    - What your aspirations are
    - One thing you want us to know about you.
    - Pets, children, etc.
  - Favorite links
  - A picture of you

Discussion Board
Each chapter/topic folder will contain a topic for discussion. Each student is to post their own reflection on the discussion board. It is suggested that you organize your major contribution to the discussion board before posting. Grammar and spelling will not be a major consideration in the grade you receive for the discussion board unless the error(s) detract from your contribution. In addition to your initial thread posting on the discussion board, you will be expected to reflect upon two other postings. All contributions are to be made in a scholarly manner and should reflect prior knowledge, knowledge gleaned from the text, and personal experience. There are no correct answers. Contributions of "good job", "I agree", etc. will not be credited to this requirement. Contributions made after the due date will not be accepted for credit. This part of the course is considered your "attendance" grade.

This section of the chapter/topic will be worth 5 points. Possible points will be assigned as follows:
- individual contribution – 3 points
- reflections – 2
- total – 5

Points will be deducted for the following:
- grammar & spelling that detracts from your contribution,
- lack of clarity in your response, and
- number of posted reflections to other students' threads.
- No points will be earned for submissions made after the chapter/topic due date.

I read all postings and frequently make comments, provide points to ponder or throw in a controversial comment to make you think about your response. Make sure you read all new postings every one or two days. The discussion board postings will hopefully stimulate professional growth and curiosity and assist you in making good decisions in your problem solving as an educator.

All discussion board postings must be submitted by the due date. Contributions posted after the due date will receive 0 points.

If you use an email address other than the UTM one assigned to you it is your responsibility to make the provisions to have your UTM email forwarded to the address you use most frequently. Remember that the announcement content area must be checked at least every 1 – 2 days for updates on the class and important information from the University.

Article Reflection

Each chapter/topic will have several articles or links to articles. Students will be required to submit a reflection for one article as assigned by the instructor. It is vitally important that you are honest in your submission. If the article seems ridiculous to you, or it affected you intensely, make that known in your submission. The ultimate goals of these assignments are to make you aware of the diversity issues that you may not have known about, and to broaden your thinking to as well as make you aware of your own biases.

You are expected to use at least three outside references from refereed/peer-reviewed journals in education and multicultural topics to support your reflections on module articles. It is your responsibility to retrieve these additional reference materials for your assignments. Wikipedia, journals that are not peer reviewed or referred and <u>books</u> are not acceptable references for this requirement. Citations in the reflection and the article title are to be properly formatted in APA style. A reference list is to be included as a component of your article reflection.

This section of the module will be worth 5 points. Possible points will be assigned as follows:
- openness of reflection - 4 points
- references & citations – 1 points
- total – 5 points

Points will be deducted for the following:
- grammar & spelling,
- lack of clarity in your response,
- late submission,
- format & inclusion of citations, and
- format & number of references.

All assignments submitted must be in a format that can be opened in Microsoft Word. Word Perfect & Vista (.docx) files are not acceptable. If you have Vista and your work is automatically saved in .docx format, make sure that you save your work in .doc format

before submitting it to Blackboard. If you are unsure as to how to accomplish this task, please contact the IT Help Desk at 731-881-7900.

Make sure that your name, EDFN 720, assignment title, and a page number are on all submissions. It is best to put this information in a header, with a left alignment, so that assignments are properly credited.

<div align="right">

Example: Sandy Murray
EDFN 720
Chapter 1 Article Reflection
1
</div>

Please use a similar title when saving your work. Example: smurray_edfn720_ch1. Points will be deducted from work that is submitted with an improper file name.

Feedback for any assignment will be provided to you on your document through the Tracking Feature as soon as I have the opportunity to review your submissions. This generally is completed within the first 72 hours after an assignment is due taking into account that I take weekends off.   Please access the assignment after I have reviewed it to ascertain any errors in format as well as comments I have made on your work. I will make corrections to the APA format for the first submissions. After that I will expect you to submit work in conformance with APA format as outlined in the APA manual.

I will post Comments and Concerns of interest for the entire class in the Announcements after I have read all submissions.

Culminating Activity
The culminating activity will consist of two components, a self-assessment and an annotated bibliography. It is recommended that you begin working on the annotated bibliography early in the term as it will take considerable time as well as contribute to the coursework as a whole.

Self Assessment
The ultimate goals of this class are to make you aware of the diversity issues you will face while serving as a school administrator, and to open your mind to these issues as well as make you aware of your own biases. As a culminating activity you are to submit a paper that outlines your personal beliefs and how you feel they will contribute to and detract from your ability to recognize multicultural issues. Identify your strengths as well as the areas in which you feel you may experience some bias. Make your assessment based on what you have learned from this class. Special consideration should be given to the topics of ethics and legal aspects that relate to multicultural issues.

It should be a maximum of four pages, not including the reference list. Within the paper, make reference to the articles, comments in the textbook, etc. that had an effect on you. You are expected to use at least five outside references from refereed journals in education and multicultural topics to support your self-reflection. It is your responsibility to retrieve these additional reference materials for your assignments. Wikipedia, un-refereed journals and books are not acceptable references for this requirement.   These

are statements that may have caused an "aha", or made you say, "I didn't realize I felt that way". The citations and your reference list are to be properly formatted using APA.

I want your opinion and honest evaluation of yourself in this paper. It is not to be a research paper. It is an application of what you have learned about yourself during this course and a self-assessment of your ability to expand your mind beyond your comfort level when faced with multicultural issues. I want your opinion and honest evaluation of how successful you feel you will be in addressing these aspects of educational leadership. Put a "piece" of yourself in this paper. I reiterate - it is not to be a research paper. This will not be an easy task. Honest self-evaluation is painful but necessary. You may find it useful to discuss these issues with someone who knows you very well professionally and who will be honest with you concerning your strengths and weaknesses.

The paper must be in a format that can be opened in Microsoft Word. Word Perfect and Vista (.docx) files are not acceptable. If you have Vista and your work is automatically saved in .docx format, make sure that you save your work in .doc format before submitting it to Blackboard. If you are unsure as to how to accomplish this task, please contact the IT Help Desk at 731.881.7900.

Make sure that your name, EDFN 720, assignment title, and a page number are on all submissions. This information should be placed in a header so that assignments are properly credited.

<div align="right">

Example: Sandy Murray

EDFN 720

Culminating Activity

Self-Assessment

1

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Please use a similar title when saving your work. Example: smurray_edfn720_CASA. Points will be deducted from work that is submitted with an improper file name.

This section of the course will be worth 18 points. Possible points will be assigned as follows:
- strength of response, inclusion of strengths & weaknesses – 7 points
- consideration given to ethics and legal aspects as they relate to multicultural issues – 6 points
- references & citations – 5 points
- total – 18 points

Points will be deducted for the following:
- grammar & spelling that detracts from your contribution,
- lack of clarity in your response,
- exclusion of strengths and/or weaknesses,
- exclusion of multicultural diversity, ethics and legal aspects of the profession,
- late submission,
- format & inclusion of citations, and
- format & number of references.

Annotated Bibliography
An annotated bibliography is a list of citations for books, articles, and documents that have been written on a given topic. It is an alphabetical list of references. In addition to citations, a brief description and evaluation of the material is provided. This annotation delineates the relevance of the work to the topic, as well as the accuracy and quality of the information contained in the cited material. You can find more information regarding the preparation of an annotated bibliography at these websites, http://www.library.cornell.edu/olinuris/ref/research/skill28.htm, and http://www.utoronto.ca/writing/annotatebib.html.

For your assignment you are to provide five citations for each of the diversity areas:
- African American Students
- Asian Pacific American Students
- Hispanic/Latino/a American Students
- Native American Students
- White American Students
- Gender Equity
- Poverty

You may use the references from your chapter/topic assignments. You can also find additional references at the end of each chapter. Please make sure that the articles you use are current, that is, they should have been written within the past 5 years.

This section of the course will be worth 17 points. Possible points will be assigned as follows:
- strength of description of work - 7 points
- strength of evaluation of work – 7 points
- format of submission – 3 points
- total – 17 points

Points will be deducted for the following:
- grammar & spelling that detracts from your contribution,
- lack of clarity in your response,
- exclusion of strengths and/or weaknesses,
- exclusion of multicultural diversity, ethics and legal aspects of the profession,
- late submission,
- format & inclusion of citations, and
- format & number of references.

Peer-Reviewed/Referred Journals
Journals that are considered peer-reviewed or refereed are those that require the articles to be reviewed by other scholars well versed in the subject being addressed by the author of the article. Only articles that pass this critical review will be published. The process of peer-review or refereeing articles insures the validity of the substance of the article as well as the current relevance of the topic. Such journals are considered to be sources of scholarly information on the specific topic. You can get more information on this topic and how to select peer-reviewer/refereed journal articles at the following websites: google scholar;

http://www.lib.calpoly.edu/research/guides/peer.html; and,
http://www.library.uiuc.edu/alx/peer.htm.

You can also access peer-reviewed/refereed journals through the UTM Library and ProQuest.