

DOCUMENT RESUME

ED 457 548

EA 031 275

AUTHOR Grove, Roslin; Schmersahl, Kurt; Perry, Ron; Henry, Reasie
TITLE Diversity Education in Administrator Training: Preparation
for the 21st Century.
PUB DATE 2001-00-00
NOTE 21p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Education; Cultural Differences; Cultural
Pluralism; Diversity (Faculty); Elementary Secondary
Education; Ethnicity; Higher Education

ABSTRACT

This article investigates the impact and necessity of multicultural training in administrator-preparation programs, and the extent to which administrators can ensure that teachers honor diversity. The importance of the quality of the administrator's training is emphasized. Dimensions of multicultural education may include content integration, knowledge construction, and the generation of a common or shared culture. The stages of multicultural development can be described as awareness, acceptance, and affirmation. The signs of an administrator's effectiveness include the effort to hire a multicultural staff and faculty, the successful funding of cultural diversity programs, the positive and constructive way in which diversity is respected, and the design of the program as year-long and schoolwide. Four levels of integration of critical pedagogy can be used: the Contributions Approach, the Additive Approach, the Transformational Approach, and the Social Action Approach. Goals can include educational equity, empowerment, cultural pluralism in society, understanding and harmony, expanded knowledge of cultural and ethnic groups, and an informed and inquisitive cultural perspective. Tenets may consist of the eradication of stereotypes and the recognition of no single correct interpretation of history. The typologies of multicultural programs include those that are content-oriented, culturally responsive, student oriented, or oriented to social action. An A to Z list of reminders is offered. (Contains 41 references.) (AUTHOR/RKJ)

“Diversity Education in Administrator Training: Preparation for the 21st Century”

Authors:

Dr. Roslin Growe, Associate Professor

Dr. Kurt Schmersahl, Principal and Adjunct Assistant Professor

Dr. Ron Perry, Associate Professor

Ms. Reasie Henry, Graduate Student in Education

University of Louisiana at Lafayette

P. O. Box 43091

Lafayette, LA 70504-3091

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Growe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Abstract

This article investigates the impact and necessity of multicultural training in administrator preparation programs. The impetus centers on the reality of the changing face of the school administrators must be able to make decisions based on the knowledge and understanding of the various diverse groups. The article also attempts to gauge the extent by which administrators are able to assure a smooth operation by making certain that classroom teachers utilize instructionally appropriate approaches in working with culturally different students.

According to the National Center for Education Statistics' (2000) report, minority students comprise 37% of the total public school population in 1998, an increase of 15% since 1972. With the continuing rise of minority students, it is imperative that the educational system is prepared to meet the learning needs of a culturally diverse population. A central question here is: Whose role is it to ensure that these students are given an equal opportunity to learn? Along with the many other responsibilities, it is the role of school administrators. In fact, NCATE Leadership Standard (7.4) defines this particular role when it states that school leaders are to "promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation." Principals are not only expected to promote, but to also make certain that a school-wide multicultural education program is implemented (Manning & Baruth, 1996). Administrators must construct "an empowering school culture" by "creating a learning environment in which students from diverse racial, ethnic, and social groups believe that they are heard and are valued and experience respect, belonging, and encouragement" (Parks, 1999, p. 4; Banks, 1993).

The manner in which principals respond will determine the success or failure of the program. Just as classroom teachers have a considerable impact upon their students' conduct and attitude concerning cultural diversity, school administrators have an even greater one (Irwin, 1999). If principals do not support the multicultural education program at their schools, then the teachers, staff, students, and parents are also affected. This means that without the full support of the administrator, the program is more likely to fail (Manning & Baruth, 1996).

Administrator Training 2

Aspiring administrators are expected to become knowledgeable of multicultural issues and become people who show a “profound respect for and encouragement of diversity where important differences between children and adults are celebrated rather than seen as problems to remedy” (Barth, 1990, p. 10). One method of preparing educational administrators to work with an ever-changing school population is for colleges and universities to include multicultural education courses in their graduate curriculum. Hansman et al. (1999) recommended that the courses should “stimulate active discussion, listening, and understanding among students” (p. 2). These courses, according to Troutman (1997-1998), would enable aspiring administrators to appreciate their own values, attitudes, and cultures, which would then allow them to better understand the values, attitudes, and cultures of their faculty, staff, and students. In these courses, they would be given the opportunity to “confront their own fears and learn to discuss race and racial issues openly” and to deal positively with the entire school community’s feelings and beliefs about multicultural issues (Manning & Baruth, 1996, p. 295). Knowledge gained from such discussion would help them, along with their faculty, to create a school environment where all students, regardless of their gender, race, culture or social class, would have an equal chance of obtaining a quality education (Troutman, 1997-1998). Without being knowledgeable of multicultural issues, school administrators may find it difficult to expect their teachers to integrate topics concerning these issues into their lessons (Midobuche, 1999).

The administrator should accept the challenge of increasing diversity and remain committed to a vision of education, which is just from a social perspective. Chances are

that a teacher might see a multicultural classroom as a problem due to increased complexity in the student body. [An informed administrator will recognize a culturally diverse classroom as a resource to be developed.] As a person who is an educational leader in more ways than one, it is the administrator who can and should help teachers appreciate cultural diversity in their class.

Dimensions of Multicultural Education

Troutman (1997-1998) suggests that educational administrators employ the dimensions of multicultural education as guidelines for the implementation of a cultural diversity program (Banks, 1994). The first dimension is content integration. It involves the inclusion of “examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject areas or disciplines” (Banks, 1997; Troutman, 1997-1998, p. 10). The role of school administrators is to motivate classroom teachers to incorporate racial and cultural content into the entire curriculum (Troutman, 1997-1998).

Banks (1994), second dimension is the knowledge construction. This is a process which “consists of methods, activities, and questions teacher’s use to help students understand, investigate, and determine cultural assumptions, frames of reference, perspective, and bias that influence the ways in which knowledge is constructed.” Educational administrators must ensure that teacher’s aide their students in comprehending how knowledge is constructed and how it is affected by race, culture, and social position (Troutman, 1997-1998, pp. 12-13). Prejudice reduction “describes the

characteristics of students' racial attitudes and values." Education leaders should initiate promotion and implementing cultural diversity programs that "promote positive interactions and cooperative learning activities" (Troutman, 1997-1998, pp. 13-14).

An equity pedagogy occurs when educators use "instructional techniques that promote cooperation and include the learning and cultural styles of diverse groups" (Banks, 1993; Parks, 1999, p. 4). Administrators must make sure that teachers accommodate the learning styles of a diverse student population (Troutman, 1997-1998).

The final dimension of multicultural education is implemented by generating a common or shared school culture, which draws on the ethos of students. It involves creating an educational environment ensuring that all students will enjoy an equal education (Banks & Banks, 1995). The educational administrator's role is to evaluate "tracking and grouping practices, labeling practices, sports participation, ethnic turf, and gifted programs" in order to develop a school community which promotes equality (Oakes, 1985; Troutman, 1997-1998, p. 14).

Stages of Multicultural Development

Awareness stage is the first element in the process of multicultural development. Such awareness is derived from the race and culture of others, but is generated in such a manner as to comprise a general culture. At the acceptance level, administrators acknowledge the origins of their own ethnocentric views and attain impartiality in their perception of other cultures. The last stage is affirmation. People, at this stage, use the skill learned in the previous stage and frequently facilitate and act as a liaison between

cultures. They are now able to affirm the cultures of others (Nieto, 1996; Banks, 1987; Tatum, 1994; Bennet, 1999; Middleton, 1999; Gudykunst & Kim, 1984).

Administrator Effectiveness and Approaches to Multicultural Curriculum Reform

There are signs that will allow the administrator to determine whether or not his/her school's multicultural education program is effective. One sign would be a faculty and staff whose knowledge and activity are reflective of the diverse population of the students. It is important for the student to come in contact with educators who share their culture. The administrator should strive to hire a multicultural staff and faculty. It is expected of the school administrator to be an example of knowledge and appreciation of others by valuing the cultural diversity of the entire school community, which includes the students and their families. Then educational leaders, along with their staff and faculty, can endeavor to present students with successful cultural diversity educational experiences. Of course, it is the responsibility of the administrator to obtain the finances needed for the program. A school-wide year-long program should be reflected in the whole learning environment. The school administrator should be the chief supporter of the multicultural education program and be receptive to encouraging all families to share their opinions and comments. Student diversity is accepted and respected rather than "remediated or eliminated." Moreover, the administrator must also be constantly aware of assessing the staff and faculty's attempts to institute an effective multicultural education program in a constructive manner. The administrator orchestrates the staff and

faculty to a mutual objective of acknowledging and “building” upon cultural diversity (Manning & Baruth, 1996; Troutman, 1997-1998, p. 16).

Since the school administrator is responsible for assuring that the school incorporates a multicultural approach to reaching and teaching all children, teachers must be made aware of the approaches to multicultural education as a way of permeating the curriculum and instructional strategies used in the school. James Banks (1994) developed a model describing the levels of integration of critical pedagogy that can be used in curriculum reform. The approaches to multicultural curriculum reform in teaching include: The Contributions Approach (Level One) in which the focus is on heroes, holidays, and discrete cultural elements. The Additive Approach (Level Two) is content, concepts, themes and perspectives that are added to the curriculum without changing the structure. The Transformational Approach (Level Three) focuses on the structure of the curriculum changing to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. Lastly, the Social Action Approach (Level Four) in which students made decisions on important social issues and take action to help solve them.

In order for teachers to create and maintain a multicultural setting, Davidman and Davidman (1994) identified six interrelated goals for multicultural education:

- Educational equity
- Empowerment of students and their parents
- Cultural pluralism in society

- Intercultural/interethnic/inter-group understanding and harmony in the classroom, school, and community
- An expanded knowledge of various cultural and ethnic groups; and
- The development of students, parents, and practitioners whose thoughts and actions are guided by an informed and inquisitive multicultural perspective.

Administrative Leadership and Novice Teachers in Multicultural

Instruction

Instructional leaders must make certain that all teachers including the novice teacher incorporate multicultural instruction in lesson preparation. A way for this to occur is to provide strategies that the novice teacher may easily relate. Greta K. Nagel (1998) in her research cited strategies for multicultural teaching from A to Z. The strategies are as follows:

A - Asses fairly in multiple ways

B – Believe in students

C - Appreciate cultural backgrounds of all

D – Understand language development

E – Provide effective feedback

F – Promote family participation

G – Group flexibility

H – Help develop social skills

I – Use interactive strategies

J – Teach justice and care

- K – Know your students
- L – Make lessons comprehensible
- M – Promote meta-cognition
- N – Have students negotiate meaning
- O – Provide equal opportunity for success
- P – Reduce prejudice. Understand privilege
- Q – Question for high-level, critical thinking
- R – Read multicultural literature
- S – Elicit student goals and ideas
- T – Align texts to children’s needs
- U – Promote understanding of other’s ways
- V – View the globe as our home
- W – Provide a win-win atmosphere
- X – Hold high expectations
- Y – Reflect upon your own culture
- Z – Hold zero tolerance for putdowns

Compelling Evidence for Training School Administrators in Multicultural Education

As the globe continues to shrink, the imbalance between the racial/ethnic population become more disproportionate and the composition of the teaching force remains predominantly white, middle class, female,(Smith-Davis, 1995), it is encumbered

upon colleges and universities to train school administrators in effecting change in schools. With the increasing number of diverse students, strategies must be designed to educate all students in an atmosphere that will encourage respect and enhance student achievement. In order for this to occur, teachers must be prepared to reach and teach all students no matter what the differences.

Although there is a dire need to increase the pool of teacher applicants of color, not a significant number is going into teaching (Singh, 1996). The lack of personnel from diverse racial/ethnic groups creates conditions that detract from building a successful multicultural society and excellence in education for all students (Smith-Davis, 1995). Even fewer educators of color chose to seek a position in school administration. For those who chose school administration, training programs must have as its goal to provide to those individuals the experiences they will need in order to develop competencies in assisting teachers with providing effective instruction to students from diverse racial, ethnic, cultural, and linguistic populations. Prospective school administrators should adhere to the tenets of multicultural education as proposed by Cooke (1992), which consist of (a) improving the educational performance of every student, (b) offering a diversified curriculum that presents the views of many peoples, (c) achieving relevance through the curriculum by analyzing different cultural viewpoints, (d) eradicating racial/cultural/religious stereotypes, (e) emphasizing that there is no single correct interpretation of history, and (f) understanding cultural similarities and differences and encouraging individuals to broaden their own cultural perspectives.

The dilemma in administrator training programs is that multicultural education in the preparation of administrators typically is not integrated in a consistent manner. National standards encourage administrator training programs to incorporate diversity training or exposure in course content. Evidence does not indicate that school administrators receive the kind of training to adequately maintain a multicultural environment. It is clear that school administrators must take a strong position in requiring that their teachers not only be knowledgeable about issues of diversity, but also actually incorporate these concepts into their teaching (Midobuche, 1999). Diversity training for administrators can have an impact upon every aspect of a school's operation: staffing, curriculum, tracking, testing, pedagogy, disciplinary policies, student involvement, and parent and community involvement (Nieto, 1992).

A Knowledge Base of Cultural Diversity Typologies

A typology may be useful for the school administrator in providing a framework for thinking about the many diverse groups in the school as well as for creating a base of reference for what can be done to address numerous student differences. The typology presented is comprised of programs that are based on their emphasis area.

- I. **Content-oriented programs**—content-oriented efforts are the most common and immediately recognized variety in multicultural education. The goal is to include content about different cultural groups in the curriculum and educational materials in order to increase students' knowledge about the various groups (Sleeter and Grant, 1993). This type of program, in its simplest form, adds a dimension to a standard curriculum by incorporating a few short

readings or a few in-class celebrations of cultural heroes and holidays within the year. This type of program has three goals:

- *to develop multicultural content throughout the disciplines
- *to incorporate a variety of different viewpoints and perspectives in the curriculum; and
- *to transform and develop a new paradigm for the curriculum.

II. **Culturally Responsive Curriculum**—discourse about culturally responsive or culturally relevant curriculum (CRC) takes place within the context of strategies for improving academic performance and enhancing self-esteem among students whose racial, ethnic, or language heritage differs from that of the Anglo-European population (McCarthy, 1994). Many educators have expressed the belief that this type of curriculum benefits all students (Series Looks, 1993). The characteristics of an effective cultural responsive curricula are:

- *CRC is integrated and interdisciplinary. (Scherer, 1991-1992); Chisholm, Laquer, Hale, Sheorey, & McConville, Jr.1991; Spears, Olivers, & Maes, 1990). It does not rely on one-time activities, “add-on” units or “sprinkling” the traditional curriculum with a few minority individuals.(Hilliard, 1991-92; Series Look, 1993).
- *CRC is authentic, child-centered, and connected to the child’s real life. It employs materials from the child’s culture and history to illustrate principles and concepts (Dickerson, 1993).
- *CRC develops critical thinking skills (Series Look, 1993).
- *CRC often incorporates strategies that utilize cooperative learning and whole language instruction, include self-esteem building, and recognize multiple intelligences and diverse learning styles (Series Look, 1993; Association for Advancement of Health Education, 1994).

*CRC is supported by appropriate staff development and pre-service preparation (Coballes-Vega, 1992; Spears. et al., 1990).

*CRC is part of a coordinated, building-wide strategy (Sleeter, 1992).

III. **Student-Oriented Programs** – student-oriented programs are intended to increase achievement of diverse student groups, even though they do not involve extensive changes in the content of the curriculum (Banks, 1994). These programs can be outlined in four broad categories:

- programs that use research into culturally-based learning styles in an attempt to determine which teaching styles to use with a particular group of students;
- bilingual or bicultural programs; and
- special math and science programs for minority or female students. Many student-oriented programs can be viewed as compensatory in nature (Banks, 1994).

IV. **Socially-Oriented Programs** – These programs seek to reform both schooling and the cultural and political contexts of schooling. According to Banks (1994), this category of program encompasses not only programs designed to restructure and desegregate schools, but also programs to increase all kinds of contact among races: programs to encourage minority teachers, anti-bias programs, and cooperative learning programs.

References

Banks, C. A. M. & Banks, J. A. (1995). Equity pedagogy: An essential component of multicultural education. Theory into practice, 34 (3), 151-158.

Banks, J. A. (1987). Teaching strategies for ethnic studies (4th ed.). Boston: Allyn and Bacon.

Banks, J. A. (1993). Multicultural education: Development, dimensions and challenges. Phi Delta Kappan, 75 (1), 22-28.

Banks, J. A. (1994). Multiethnic education: Theory and practice (3rd ed.). Boston: Allyn and Bacon.

Banks, J. A. (1997). Multicultural education: Characteristics and goals. In J. A. Banks & C. A. M. Banks, (Eds.), Multicultural education: Issues and perspectives (3rd ed., pp. 3-31). Boston: Allyn and Bacon.

Banks, J. A. (1994). An introduction to multicultural education. Boston: Allyn and Bacon.

Barth, R. (1990). Improving schools from within. San Francisco: Jossey-Bass.

Chisholm, A., Laquer, B., Hale, D., Sheorey, R., & McConville, Jr., A. (1991). Making education relevant for contemporary Indian youth: A handbook for cultural curriculum developers focusing on American tribes and Canadian first nations. Norman, OK: Oklahoma University, American Indian Institute. ED. 353 090.

Coballes-Vega, C.(1992). Considerations in teaching culturally diverse children. ERIC digest 90-2. Washington, DC : ERIC Clearinghouse on Teacher Education. ED 341 648.

Cooke, C.I. (July/August 1992). Mistaken identity and issues in multicultural education. Updating School Board Policies, 23 (6), 1-4.

Davidman, L. and Davidman, P.T. (1994). Teaching with a multicultural perspective. New York: Longman.

Dickerson, S.(1993). The blind men (and women) and the elephant. A case for a comprehensive multicultural program at Cambridge Rindge and Latin School. In T. A. Perry & J. W. Fraser (Eds.), Freedom's plow. Teaching in the multicultural classroom (pp. 65-89). New York: Routledge.

Gudykunst, W. B. & Kim, Y. Y. (1984). Communicating with strangers: An approach to intercultural communications. New York: Addison-Wesley.

Hansman, C. A., Grant, D. F., Jackson, M. H., & Spencer, L. E. (1999). Implications of students' world views in graduate professional preparation programs. Education, 119 (3), 551+. Retrieved August 11, 2000 from EBSCO database (Masterfile) on the World Wide Web: www.epnet.com

Hansman, C. A., Jackson, M. H., Grant, D. F., & Spencer, L. E. (1999). Assessing graduate students' sensitivity to gender, race equality and diversity: Implications for curriculum development. College Student Journal, 33 (2), 261+. Retrieved August 3, 2000 from EBSCO database (Masterfile) on the World Wide Web: www.epnet.com

Heuberger, B., Gerber, D. (1999). Strength through cultural diversity. College Teaching, 47 (3), 107+. Retrieved July 10, 2000 from EBSCO database (Masterfile) on the World Wide Web: www.epnet.com

Hilliard, A. (1991-1992). Why we must pluralize the curriculum. Educational Leadership, 49 (4), 12-16. EJ 437 548

Huerta, G. C. (1999). Barriers to the implementation of multicultural education in a secondary teacher preparation program. High School Journal, 82 (3), 150+. Retrieved July 10, 2000 from EBSCO database (Master file) on the World Wide Web: www.epnet.com

Irwin L. H. (1999). Do rural urban elementary teachers differ in their attitudes toward multicultural education in elementary schools ? Contemporary Education, 70 (3), 38+. Retrieved July 12, 2000 from EBSCO database (Master file) on the World Wide Web: www.epnet.com

Manning, M. L., & Baruth, L. C. (1996). Multicultural education of children and adolescents. (2nd ed.). Boston: Allyn and Bacon

McCarthy, C. (1994). Multicultural discourses and curriculum reform: A critical perspective. Educational Theory, 44 (1), 81-118.

McCarthy, C. (1994). Multicultural discourses and curriculum reform: A critical perspective. Educational Theory, 44 (1), 81-118.

Middleton, J.A. (1999). Beyond multiculturalism for aspiring administrators. The AASA Professor, 23 (1), 14-22

Midobuche, Eva. (1999). Respect in the classroom. Educational Leadership, 56 (7), 80+. Retrieved August 11, 2000 from EBSCO database (Master file) on the World Wide Web : www.epnet.com

Midobuche, E.(1999). Respect in the classroom. Educational Leadership, April 99, Vol.56 Issue 7, p.80, 3p.1c.

Miller, S. M., Miller, K., & Schroth, G. (1997). Teacher perceptions of multicultural training in pre-service programs. Journal of Instructional Psychology ,24 (4), 222+. Retrieved July 10, 2000 from EBSCO database (Master file) on the World Wide Web : www.epnet.com

National Council for Accreditation of Teacher Education. (1995). Standards, procedures, and policies for the accreditation of professional education units. Washington, D.C.

Nagel, Greta K.(1998). “Looking for multicultural education: what could be done and why it isn’t. Education, Winter 1998, Vol.119 Issue 2, p253, 10p.

Nieto, S. (1996). Affirming diversity: The sociopolitical context of multicultural education (2nd ed.). New York: Longman.

Parks, S. (1999). Reducing the effects of racism in schools. Educational Leadership , 56 (7), 14+. Retrieved July 10, 2000 from EBSCO database (Master file) on the World Wide Web : www.epnet.com

Pettus, A.M., & Allain, V. A. (1999). Using a questionnaire to assess prospective teachers, attitudes toward multicultural education issues. Education , 119 (4), 651+. Retrieved July 10, 2000 from EBSCO database (Master file) on the World Wide Web: www.epnet.com

Scherer, M.(1991-1992). School snapshot: Focus on African-American culture. Educational Leadership, 49 (4), 17-19. EJ 437 550

Series look at intercultural harmony.(1993, November-December). Northwest Report, p1,4.

Singh, N.N. (1996). Cultural diversity in the 21st Century: Beyond e plurbis unum. Journal of Child and Family Studies, 5 (2), 121-136.

Sleeter, C.E. & Grant, C.A. (1993). Making choices for multicultural education: Five approaches to race, class, and gender (2nd ed.). New York: Merrill.

Sleeter, C.E.(1992). Restructuring schools for multicultural education. Journal of Teacher Education, 43, 141-148.

Smith-Davis, J.(1995). Issues arising from insufficient diversity among education personnel with an emphasis on personnel for special education. Unpublished manuscript, Albuquerque, NM.

Spears, J. D., & Maes, S.C.(1990). Accommodating change and diversity: Multicultural practices in rural schools. A report of the Ford Western Taskforce. Manhattan, KS: Kansas State University, Rural Clearinghouse for Lifelong Education and Development. ED 328 392

Tatum, B. D. (1994). Teaching white students about racism: The search for white allies and the restoration of hope. Teachers College Record , 95, 462-47.

Troutman, Jr., P.L. (1997-98). The key role of school administrators in multicultural education: Unlocking the future of diverse students. National Forum of Educational Administration and Supervision Journal , 15 (1), 9-17.

U.S. Department of Education, National Center for Education Statistics. The Condition of Education 2000, NCES 2000-602. Washington, D.C. U.S. Government Printing Office, 2000.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



Reproduction Release

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Diversity Education in Administrator Training:Preparation for the 21st Century	
Author(s): Roslin Growe, Ron Perry, Kurk Schmersahl, and Reasie Henry	
Corporate Source: University of Louisiana at Lafayette	Publication Date: Not published

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>
Level 1	Level 2A	Level 2B
<p>↑</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; text-align: center; line-height: 30px;">X</div>	<p>↑</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>	<p>↑</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
 If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature <i>Roslin Grove</i>	Printed Name/Position/Title: Dr. Roslin Grove, Associate Prof. & Dept. Head	
Organization/Address: University of Louisiana at Lafayette P. O. Box 43091 Lafayette, LA 70504-3091	Telephone: 337-482-6680	Fax: 337-482-5262
	E-mail Address: rgrove@louisiana.edu	Date: 8/20/01

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being submitted) to:

ERIC Processing and Reference Facility

