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Syllabus

**EDAD 5380 Diversity and Equity in Education**

Fall 2016

**Instructor(s):** Beth Ray, EdD

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**Office Hours:** Tuesdays and Thursdays, 10:45-5:15, one additional day per week depending on scheduled meetings.

**Course Description:** Effective leadership, instruction, and management strategies for work in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity and equity, such as culture, ethnicity, exceptionality, gender, language, and socioeconomic status. Demographic issues along with urban and suburban education settings will also be addressed.

**Learning Outcomes:**

1. To explore the relationship between power, privilege, prejudice, discrimination, and oppression in educational settings as evidenced by the online Blackboard discussions
2. To understand different aspects of identity and to examine how identity influences education as evidenced by the online Blackboard discussions and journal reflection
3. To reflect on student’s personal experiences with diversity and explore what facilitates student’s learning and growth regarding diversity and equity as evidenced by journal reflections
4. To understand how educational leaders can respond to inequities in schools and communities as evidenced by the final course project

**Required Textbook:**

Howard, T.C. (2010). Why race and culture matter in schools: Closing the achievement gap in America’s classrooms. Teacher’s College Press. ISBN 978087750711.

**Suggested Textbook:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

**Descriptions of major assignments and examinations:**

**Syllabus Quiz** will require that students familiarize themselves with the syllabus.

**Journal #1** is the student’s personal reflection on diversity and ethnicity, the focus of this class. Download the Social Identity Inventory from Course Materials in Blackboard and complete the form independently. In addition, respond to the following questions/prompts in 750-1,000 words:

* Describe your personal history and identity background. Where are you from? What are your prior experiences with diversity?
* Reflect on your identity inventory and describe an instance in which one of your dominant identities became apparent or salient in a particular situation.
* Reflect on your identity inventory and describe an instance in which one of your subordinate identities became apparent or salient in a particular situation.
* How were you socialized to believe about diversity and ethnicity growing up?
* What are your personal and professional goals for this class?

**Journal #2** is a mid-semester evaluation on the course and student’s learning.

**Journal #3** includes the summative assessment form.

**Linking Research to Practice Final Assignment-**

***Part 1: Video Blog (25 points)***

Students will begin this assignment by identifying a current (within the past three years) event or issue related to a diversity and equity in education (3 points). Students will then research and summarize three scholarly articles related to the issue (9 points, 3 points x 3 scholarly sources). (For example, students could locate a current event article in the *Chronicle of Higher Education* focused on college access for undocumented immigrants and then find research articles on the college choice process of undocumented students.) For assistance identifying refereed articles, please contact the UTA library (p. 5 of syllabus). After reading three research articles, students will reflect on the articles, particularly the discussion sections, and develop three action steps (9 points, 3 points x 3 action steps) to address the selected diversity issue. The action steps must apply to research, policy (federal, state, or campus), and practice. The action steps should delineate practical and affordable responses to the educational issue. After completing these steps, students will create a video blog to detail each of the assignment’s key components. In the video blog, students should introduce themselves, then provide a succinct, clear, and professional synopsis of the final assignment components (i.e., description of issue with rationale, summary of three research articles, and description of three action steps) (4 points). *The video blog should cover all of the assignment’s key components within 5-7 minutes.* To record a video blog, students will need to create a YouTube account. Specific instructions on recording a video blog and embedding it into the Blackboard blog space can be found here: https://www.youtube.com/watch?v=wQk2hs3xvo4. *Please note: Instead of “Create Journal Entry,” students will click on “Create Blog Entry” for this assignment. Submit the video blog by midnight (CST) on August 1, 2016.*

***Part 2: Executive Summary***

Students will create an executive summary (5 points, approximately two pages, not including cover page or references) - The executive summary should include: (1) a brief overview the diversity and equity issue selected, (2) a rationale for the topic (Why is this topic an important or compelling issue?), and (3) description of the three proposed action steps (3 points). The executive summary should follow APA guidelines (cover page and references) (2 points). References must include the three articles researched for this project. *Attach the executive summary to the video blog. Submit the executive summary by midnight (CST) on December 11.*

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will expect every online discussion board to be completed within the allowable time. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Grading Scale**

Students are expected to keep track of their performance throughout the course and seek guidance early if their performance drops below satisfactory levels. I will use the grading scale below. *Please note: No rounding up for final grades.*

90-100 A

80-89 B

70-79 C

60-69 D

Anything lower than 60-F

**Grading**

Grades will be earned as follows:

|  |  |
| --- | --- |
| Online Discussions (including video blog) | 30% |
| Journal #1 | 10% |
| Journal #2 | 10% |
| Journal #3 | 10% |
| Video Blog | 20% |
| Executive Summary | 15% |
| Syllabus Quiz | 5% |

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://www.uta.edu/hr/eos/index.php).

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\ingrams\Downloads\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services. The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**College of Education Conceptual Framework**

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

· The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

· The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

· The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the eontext of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

· **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

· **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

· **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible ***Partners for the Future*** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**Professional Dispositions**:  
Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

**Education Subject Guide:**

Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, http://libguides.uta.edu/edad. For further help, contact the Education Librarian Andy Herzog ([amherzog@uta.edu)](mailto:amherzog@uta.edu)).

**Emergency Phone Numbers:**

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non- campus phone), 2-3003 (campus phone). Students may also dial 911. The non-emergency number is 817- 272-3381.

**Technology**

This course is online, and students are responsible for ensuring their technology/internet works properly. Internet issues (slow or not working internet) *is not* an excuse for missing or delayed discussion posts or course assignments. Be aware that Sunday afternoon/evening may have a higher internet/Blackboard usage.

**Guidelines for Submitting Assignments**

Written work is due via Blackboard by midnight (CST) on the due date, and all file names must include the student’s last name. The final assignment executive summary should have correct APA formatting, including but not limited to cover pages, citations, reference lists, headings, and subheadings. If students foresee missing a deadline, it is their responsibility to contact me prior to the assignment’s due date.

**Late work**

I will not accept late discussion posts (i.e., after midnight (CST) on Sunday each week). The purpose of the discussion board is to facilitate active dialogue between classmates, and since late posts cannot contribute to the overall conversation, they will not be considered for grading. All other late assignments will be lowered half a letter grade for every day they are late (e.g., from B+ to B for one day late).

**Blackboard Discussion Board Participation**

Class participation is instrumental to learning and development, and active engagement is expected for graduate students. Each student is expected to read all of the required assignments, reflect and critique the readings, and engage in online Blackboard discussions. I encourage everyone to post early, in order to immediately begin discussion, and then return later in the week to enrich the discussion and reflect on other’s responses. While I welcome a wide variety of perspectives and experiences, I expect class contributions to not demean a person or groups of people. In order to promote a safe space and supportive online learning community, students are expected to approach the course content, instructor, and one another with civility and respect.

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Date** | **Topic** | **Readings/Assignments Due** |
| Intro | August 25- August 28 | Welcome, Review Syllabus, Online Introductions  Introduction | Review my introductory class recording, and **take the syllabus quiz** under the Assignments tab. The quiz is due midnight (CST) on *Sunday, August 28*.  **Read Book Introduction (pages 1-8)**  **Introduce yourself** on BB Discussion Board due by midnight (CST) on *Sunday, August 28.* |
| 1 | August 29- September 4 | Achievement Gap: Contextualizing the Problem | **Read text chapter 1**  **Discussion Board #1** Discussion Board due by midnight (CST) on *Sunday, Sept 24.*  **Complete Self-Assessment and Journal #1 Due** |
| 2 | September 5  -September 11 | Achievement Gap: Contextualizing the Problem | **Read Article #1:** NAEP (2015) School Composition and the  Black-White Achievement Gap  **Discussion Board #2** Discussion Board due by midnight (CST) on *Sunday, Sept 11.*  **Journal #1 Due** |
| 3 | September 12-18 | Changing Demographics | **Read Text Chapter 2**  **Discussion Board #3** Discussion Board due by midnight (CST) on *Sunday, September 18.* |
| 4 | September 19-25 | Changing Demographics | **Read Article 2 Ullucci, Beatty (2011)** Exploring color blindness grounding color consciousness: Challenges for teacher education Urban Education 46(6). p. 1195-1225  **Discussion Board #4** Discussion Board due by midnight (CST) on *Sunday, September 25.* |
| 5 | September 26-October 2 | Culture | **Read Text Chapter 3**  **Discussion Board #5** Discussion Board due by midnight (CST) on *Sunday, October 2.* |
| 6 | October 3-9 | Culture | **Read Article 3** McAllistar, G. (2000) The Role of Empathy in Teaching Culturally Diverse Students. Journal of Teacher EducationNovember 2002 vol. 53 no. 5 433-443  **Discussion Board #6** Discussion Board due by midnight (CST) on *Sunday, October 9.* |
| 7 | October 10-16 | Culturally Responsive Pedagogy | **Read Text Chapter 4**  **Discussion Board #7** Discussion Board due by midnight (CST) on *Sunday, October 16.*  **Journal #2 Due** |
| 8 | October 17-23 | Culturally Responsive Pedagogy  So What Now? Mid-Semester Check-in | **Read Article 4**  Billing, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32(3) p. 465-491.  **Discussion Board #8** Discussion Board due by midnight (CST) on *Sunday, October 23.*  ***Success Tip:*** *Students should have identified an issue for the final project by now.* |
| 9 | October 24-30 | Role of Race in Learning | **Read Text Chapter 5**  **Discussion Board #9** Discussion Board due by midnight (CST) on *Sunday, October 30.* |
| 10 | October 31-November 6 | Role of Race in Learning | **Read Article 5** Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education?, International Journal of Qualitative Studies in Education, 11:1, 7-24, DOI: 10.1080/095183998236863  **Discussion Board #10** Discussion Board due by midnight (CST) on *Sunday, November 6.* |
| 11 | November 7-13 | Developing Cultural Competence | **Read Text Chapter 6**  **Discussion Board #11** Discussion Board due by midnight (CST) on *Sunday, November 13.* |
| 12 | November 14-November 20 | Developing Racial Awareness | **Read Article 6:** McAllister, G and Irvine, J. (2000). Cross Cultural Competency and multicultural teacher education. Review of Educational Research. 70(1) p. 3-24  **Discussion Board #12** Discussion Board due by midnight (CST) on *Sunday, November 20.* |
| 13 | November 21-27 | School Success for Culturally Diverse Students | **Read Text Chapter 7**  **Discussion Board #13** Discussion Board due by midnight (CST) on *Sunday, November 27.* |
| 14 | November28-December 4 | School Success for Culturally Diverse Students | **Read Article 7-Article of Choice**  **Discussion Board #14** Discussion Board due by midnight (CST) on *Sunday, December 4.*  **Journal # 3 Due** |
| 15 | December 5-11 |  | **Linking Research to Practice Video Blog Due to BB.** |
| 16 | Dec 12 |  | **Executive Summary Due** |