

Department of Educational Leadership and Policy Studies

College of Education
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EDAD 5380 Diversity and Equity in Education

Summer 2015

Instructor Information:

Taryn O. Allen, Ph.D.

Assistant Professor

Department of Educational Leadership & Policy Studies

The University of Texas at Arlington

103E Trimble

817-272-2804 (O)

tozuna@uta.edu

Office Hours: Wednesdays, 12pm-2pm or by appointment. Office hours are conducted via Blackboard Instant Messenger (IM). Download the IM from <https://www.blackboardim.com/user/faces/login.xhtml>, and sign up for office hours through <https://goo.gl/ghjiVO>. Students may sign up for up to two time blocks. If you have questions or concerns, please sign up for office hours, and we will chat online.

Course Information:

Course Title:	Diversity and Equity in Education
Course Number:	EDAD 5380.001
Semester:	Summer 2015
Course Location and Time:	Web

Catalog 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 reflect on student's personal experiences with diversity and to examine how socialization influences perspectives on diversity and equity as evidenced by your personal history reflection
2. To understand different aspects of identity and to examine how identity influences education as evidenced by the online Blackboard discussions
3. To explore the relationship between diversity and equity in education as evidenced by the theory to practice blogs
4. To understand how educational leaders can respond to inequities in schools and communities as evidenced by the online Blackboard discussions and theory to practice blogs

Required Textbook:

Sensoy, O., & DiAngelo, R. (2011). *Is everyone really equal? An introduction to key concepts in social justice education*. New York, NY: Teachers College Press.

Suggested Textbook:

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

Course Policies and Requirements

Students are expected to complete all readings and assignments by the due dates stated in the course schedule. Written work is due in my email inbox by midnight on the due date, and **all file names must include your last name** (e.g., Allen_FinalPaper). All assignments should include a cover sheet with your name, a title, and the date of submission. Assignments should be submitted on 8.5"x11" white paper, **11 or 12 point font of Times New Roman only**. Papers should have correct APA (6th Ed.) cover pages, citations, reference lists, headings, and subheadings. ***All 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).***

Drop Policy:

Adds and Drops: Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar. A student may not add a course after the end of late registration.

- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

Incomplete Policy

Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

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>. ***Please be sure to check your UTA email regularly. I will not be responsible for information you miss that is sent by UTA email.***

Final Review Week:

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.

Americans with Disabilities Act (ADA):

The University of Texas at Arlington 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

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.

Academic Integrity:

Students enrolled in this course 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 as they see fit in their courses, including (but not limited to) 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.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

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>.

Course Assignments

1. Blackboard Discussion Board – 40 points (Facilitation: 10 points; Participation: 6 points each/30 points total)

Class participation is instrumental to your learning and development, and active engagement is expected for graduate students. There are eight online discussions scheduled for this class. Discussion dates include:

- June 10 (Dr. Allen)
- June 17 (Dr. Allen)
- July 1
- July 8
- July 22
- August 5 (Dr. Allen)

On available weeks, a group of students will collaboratively facilitate the online dialogue. Facilitators log on to Blackboard and create a new thread for the week's discussion. Students participating in the discussion should respond to the same thread, *not create a new thread*. They are responsible for identifying and posting ONE class prompt (e.g., questions, a scenario, pro/con debate, critique) each *week by noon*. The facilitators will also prepare follow up questions to the initial prompt. The facilitators will work together to synthesize postings, offer further insight or clarification, provide additional resources, or further the discussion with questions and comments. Each group of students will select one day of the following dates: July 1, July 8, or July 22. (I will facilitate the discussion on June 10, June 17, and August 5).

Each student is expected to read all of the required assignments, reflect and critique the readings, and engage in online Blackboard discussions. The class has until *Friday at midnight* to respond. Students are expected to post *on time*. This is an online course, and students are expected to ensure all internet connections and software work prior to each class discussion. Students are encouraged to post early, in order to immediately begin discussion.

As a minimum, students are expected to post at least three times to the online discussion board.

Instructions for participating in online Blackboard discussions:

1. After reading the assigned chapters, ask yourself:
 - a. What is something new I learned from the text?
 - b. What surprised me?
 - c. What questions do I still have?
 - d. How can I apply this knowledge to my personal or professional life?
2. Sign on to Blackboard and read the discussion prompt.
 - a. Do I agree or disagree? Why or why not? Always support your response.
 - b. What is something new I can add to the conversation?
 - c. How does the post relate to your experiences?
3. Thoughtfully and respectfully respond to the ongoing discussion

- a. Is it true? How do you know? Support your statements with evidence from research, articles, or books.
 - b. Is it helpful? Is your post furthering the discussion?
 - c. Is it inspiring? Does your post motivate classmates to think or act in a new way.
 - d. Is it necessary? Will it benefit the group? Is it relevant to the current ongoing discussion?
 - e. Is it kind? Is it considerate of others?
4. Check back with the Blackboard discussion board, and post at least two new responses to your classmates' posts.

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.

2. Reflective Journals – 15 points (3 journal entries, 5 points each)

Journal #1 is your personal reflection on diversity and ethnicity, the focus of this class. Download the Social Identity Inventory and complete the form independently. It is due *to me via email by midnight on June 17, 2015*. In 750-1,000 words, respond to the following questions/prompts:

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

Journal #2 is a mid-semester evaluation on the course and your learning. Download it from the Blackboard Course Materials, and *email it to me by midnight on July 8, 2015*. See page 2 for submission guidelines.

Journal #3 includes a personal reflection on what you learned as well as an end of course assessment. Download the assessment from Blackboard Course Materials, and *email it to me by midnight on August 12, 2015*. See page 2 for submission guidelines.

3. Linking Research to Practice Blogs – 45 points (3 blogs, 15 points each)

On the weeks we do not have an online discussion, students will create a blog to link research and practice. For each blog, students will identify a current event related to a diversity topic presented in the weeks' readings. Students will then research and find a scholarly article researching the topic. (For example, students could locate a current event article in the *Chronicle of Higher Education* focused on undocumented immigrants and then find a research article on the college choice process of undocumented students.) *Similar to the discussion board, blogs should be posted at noon on Wednesday. Responses are due by midnight on Friday.* After carefully reading the articles, create your 1,500-2,000 word Blackboard blog by completing the following:

1. Write a summary of the current event article. (1 point)
2. Write a summary of the research article. (1 point)
3. How do these readings relate to the week's readings? (1 point)
4. How do these readings relate to your personal or professional experiences, if at all? (1 point)

5. As a result of this assignment, what topics are you now interested in researching independently? (1 point)
6. Use correct APA formatting and list references for the blog. (1 point)
7. Respond *at least once* to each person's blog. (1 point/blog)

Grading Scale

90-100	A	60-69	D
80-89	B	Anything lower earns an	F
70-79	C		

Summer 2015 Schedule

Class No.	Meeting Date	Topic	Readings/Assignments Due
1	June 10	Welcome, Review Syllabus, Online Introductions	<p><i>Introduction on BB Discussion Board due June 10th.</i></p> <p>Email me to sign-up for Blackboard Facilitator dates. You can pair up with someone on your own, or I can assign you.</p> <p>Go to Blackboard Collaborate on the class Blackboard page. Download the Collaborate software, if you have not already, and click on Recordings.</p> <p>Review my introductory class recording, and email me the answers to the syllabus quiz questions at end of the video by Friday, June 12th.</p>
2	June 17	Critical Thinking and Critical Theory Socialization	<p>Sensoy & DiAngelo – Preface, Prologue, Chapters 1-2</p> <p>Blackboard Discussion Board open from noon, June 17th until midnight, June 19th. <i>Facilitator: Dr. Allen</i></p> <p><i>Journal #1 Due</i></p>
3	June 24	Prejudice and Discrimination Oppression and Power	<p>Sensoy & DiAngelo – Chapters 3-4</p> <p>Blogs should be posted by noon on June 24th. Responses to blogs are due by midnight on June 26th.</p> <p><i>Blog #1 Due</i></p>
4	July 1	Privilege and Invisibility of Oppression	<p>Sensoy & DiAngelo – Chapters 5-6</p> <p>Blackboard Discussion Board open from noon, July 1st until midnight, July 3rd.</p> <p><i>Group #1 Facilitators</i></p>

5	July 8	Racism Racism as White Supremacy “Yeah, but...” Common Rebuttals	Sensoy & DiAngelo - Chapters 7-9 Blackboard Discussion Board open from noon, July 8th until midnight July 10 th . <i>Group #2 Facilitators</i> <i>Journal #2 Due</i>
6	July 15	Class	Selected readings under Course Materials Blogs should be posted by noon on July 15 th . Responses to blogs are due by midnight on July 17 th . <i>Blog #2 Due</i>
7	July 22	Disabilities and Ableism	Selected readings under Course Materials Blackboard Discussion Board open from noon, July 22nd until midnight, July 24 th . <i>Group #3 Facilitators</i>
8	July 29	Gender	Selected readings under Course Materials Blogs should be posted by noon on July 29th. Responses to blogs are due by midnight on July 31 st . <i>Blog #3 Due</i>
9	August 5	Putting It All Together	Sensoy & DiAngelo – Chapter 10 Blackboard Discussion Board open from noon, August 5 th until midnight, August 7 th . <i>Facilitator: Dr. Allen</i>
10	August 12		<i>Journal #3 Due</i>