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management system. Using Blackboard, you will access course online lessons, course materials, and resources. 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.

Course activities will consist of (1) discussion forums, (2) email, (3) journaling, and (4) assignment submissions. Helpful links and support references for this academic online platform may be found at http://bbsupport.uta.edu/ics/support/KBSplash.asp.

Technical Assistance: If you need technical assistance at any time during the course, or to report a problem with Blackboard, you may call: (toll free) 1.855.308.5542 or seek assistance from Blackboard Support Center at: http://bbsupport.uta.edu/ics/support/default.asp?deptID=8568. Should you encounter difficulty connecting with technical assistance, you may also contact me via University email for assistance.

Catalog Description: The course is designed to introduce students to leadership, instruction, and management strategies for today’s diverse educational settings. It aims to provide the learner increased self-awareness and insight into issues of diversity and equity, including culture, ethnicity, exceptionality, gender, language, and socioeconomic status. Demographic issues, along with urban and suburban educational settings, will also be investigated.

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.

Course Requirements: Students are expected to participate in all online activities and complete all readings and assignments by the due dates stated in the Topic / Outline Schedule. All assignments for this course will be submitted electronically through Blackboard, unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. Late or missing discussion assignments will affect the student’s grade.

Topic Outline / Schedule: The course calendar below details specific topics, readings, activities, and due dates throughout the mini-term. Activity and assignment details will be explained in
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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Review</td>
<td>Syllabus</td>
<td>Quiz</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Self-reflection</td>
<td>Assignment details</td>
<td>Journal #1</td>
<td>TBD</td>
</tr>
<tr>
<td>2</td>
<td>Research to Practice</td>
<td>Article</td>
<td>Essay</td>
<td>TBD</td>
</tr>
<tr>
<td>3</td>
<td>TBD</td>
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<tr>
<td>4</td>
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<td>5</td>
<td>TBD</td>
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**Assignments and Examinations**

Syllabus Quiz: will require students to familiarize themselves with the course syllabus.

Journal #1 is the student’s personal reflection on diversity and ethnicity and 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 includes the summative assessment form.

**Linking Research to Practice 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 two scholarly articles related to the issue (10 points: 5 points x 2 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](http://library.utexas.edu). After reading one research articles, students will reflect on the articles, particularly the discussion sections, and develop three action steps (15 points: 5 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) (5 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.

Letter Grade Assignment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ranges</th>
<th>Quality of Work</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Exemplary; clearly exceeds course standards</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good; adequately meets the course standards</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Fair; minimally meets the course standards</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failing; does not meet any course standards</td>
<td></td>
</tr>
</tbody>
</table>

Late Work Policy: Assignments submitted after their due date (i.e., after midnight [CST] on Sunday each week) will not be accepted. 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 critical to learning and development and active engagement is expected from graduate students. Each student, therefore, is expected to read all of the required assignments, reflect and critique the readings, and engage in online Blackboard discussions. Students are encouraged to post early in order to immediately begin discussion and then return later in the week to enrich the discussion and reflect on their classmates’ responses. Considering the course’s objectives, a wide variety of perspectives and experiences are encouraged while simultaneously being considerate 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.
**Assignment Completion:** All submissions must be completed in MSWord format, include your last name (e.g., Garcia FinalPaper), and written in 12 point font of Times New Roman. Each assignment must include a cover sheet with (1) your name, (2) a title, and (3) the date of submission. All assignments should adhere to correct APA (6th Ed.); this includes cover pages, citations, reference lists, headings, and subheadings.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As a professional educator, you will find that building rapport and effective relationships are key to becoming an effective educator. Make sure that you are proactive in informing me when difficulties arise during the term so that I can help you find a solution.

**Drop Policy:** IMPORTANT: Students will not be automatically dropped for non-attendance.

It is the student’s responsibility to understand when they need to consider un-enrolling (i.e., Drop) from or adding a course. Please refer to the UTA [Official University Academic Calendar](http://www.uta.edu) for dates and deadlines for registration.

Adding or dropping a course may be done 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. 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. 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. 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://www.uta.edu/fao/](http://www.uta.edu/fao/).

**Incomplete Policy:** Incomplete grades are highly discouraged. Incomplete grades (I) are typically used when a student has satisfactorily completed a substantial part of the coursework, and represents an arrangement for completion between the instructor and the student. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

**Communication:** UT Arlington utilizes MavMail as its official communication tool with students about important deadlines and events, as well as to communicate university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking their 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](http://www.uta.edu/oit/cs/email/mavmail.php).

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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/

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. 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: Office for Students with Disabilities at 817. 272.3364.

Counseling and Psychological Services, (CAPS): 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.

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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator: 817. 272.7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

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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. For more information, visit https://www.uta.edu/conduct/.

**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 or call the Maverick Resource Hotline at 817.272.6107, send a message to resources@uta.edu, or view the information at https://www.uta.edu/universitycollege/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.

**The IDEAS Center (2nd Floor of Central Library):** The center 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 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. Its hours are 9 AM to 8 PM Monday -Thursday, 9 AM - 3 PM Friday and Noon - 6 PM Saturday and Sunday. Register and make

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Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/ow](http://www.uta.edu/ow) 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 Center, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. Learn more at UTA Libraries: [http://library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

**Education Subject Guide:**
Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Search Education: Curriculum & Instruction Home [http://libguides.uta.edu/edad](http://libguides.uta.edu/edad).

**University of Texas at Arlington**
**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, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise 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 Framework 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 contention 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 excel in job performance.

- 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 context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional 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 content delivery and 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 at 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.

<table>
<thead>
<tr>
<th>Emergency Phone Numbers</th>
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<tr>
<td>In case of an on-campus emergency, call the UT Arlington Police Department at <strong>817-272-3003</strong> (non-campus phone), <strong>2-3003</strong> (campus phone). You may also dial 911.</td>
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</tbody>
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