Instructor Information:

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Course Information:

Course Title: Diversity and Equity in Education
Course Number: EDAD 5380.001
Semester: Summer 2018
Course Location and Time: SH 333

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 explore the relationship between power, privilege, prejudice, discrimination, and oppression in educational settings as evidenced by the class discussions
2. To understand different aspects of identity and to examine how identity influences education as evidenced by the class 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:

Suggested Textbook:
Course Policies and Requirements

Attendance:
Class attendance is critical to learning, and students are expected to attend every in-class and online discussion. Class will begin promptly at 5:30pm, and students are expected to be ready to begin class at that time. If circumstances prevent anyone from attending class or arriving on time, please send me an email or leave a voicemail message as a professional courtesy. After an absence, it is the student’s responsibility to follow up with a classmate for class notes.

If circumstances prevent a student from attending the online discussions or submitting an assignment, please send me an email or leave a voicemail message before the class meeting. Weekly online participation in class discussions is expected, and missing online class meetings will affect a student’s participation grade.

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:
UT 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), 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). 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 or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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.

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.

Title IX:
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. For information regarding Title IX, visit www.uta.edu/titleIX.

**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 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.

**Incomplete Policy:**
The grade of Incomplete (I) is given only when a student has passing grades in 2/3 of assigned work, but, because of extenuating circumstances, cannot complete all of the course work by the end of the semester. Extenuating circumstances include (1) incapacitating illness which prevents a student from attending classes; (2) a death in the immediate family; (3) change in work schedule as required by an employer; or (4) other emergencies deemed appropriate by the instructor. A grade of Incomplete should not be requested, nor given, for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

Once the appropriate work is completed, the instructor must submit to the Registrar’s Office a completed change of grade form, signed by both the instructor and the chairperson of the department. If no grade change is submitted within 365 days of the grade of Incomplete being assigned, the default grade indicated above will be applied to the course.

Any exceptions to the regulations listed in the student catalog pertaining to grades of incomplete require the approval of the instructor, Graduate Advisor, and department chair.

**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.

**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.

**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. For further help, contact the Education Librarian Andy Herzog (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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are at the end of the halls. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Technology**
This course a hybrid (face-to-face and 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 Tuesday afternoon/evening may have a higher internet/Blackboard usage.

Students may use technology in the classroom as needed to meet the course learning outcomes. Technology should not be used excessively or for work that is irrelevant to the class discussion or assignments. Students are encouraged to not use technology during the class discussions in order to fully focus on the facilitator and dialogue.

**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 (6th Ed.)
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 5 points for every day they are late.

**Course Assignments**

1. **Participation – 35 points (7 weeks, 5 points each)**
   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 class discussions. There are seven online discussions scheduled for this class, but students will only participate in six because they will be a facilitator during another session.

   When participating during in-class meetings, participation will be evaluated on listening, participation, quality of contributions, impact of contributions, and frequency of contributions.

   When participating in online discussions, students are expected to post at least three times to the online discussion board. The initial post should be a well-developed response of approximately 100 words. Students must respond twice to one student’s thread and at least once to the other student’s thread. Students should respond to the same thread, *not create a new thread*. Students are expected to submit all three of their discussion posts by **midnight (CST) each Wednesday**. I encourage everyone to post early, in order to immediately begin discussion.

   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. **Discussion Board Facilitation – 15 points**
   Each week one or two students will facilitate the discussion for the selected course readings. Facilitators should begin their discussion with a brief overview of the reading (approximately 3-5 minutes in class, approximately 100 words online), then advance to an in-depth discussion of the readings (approximately three discussion questions posed to the group face-to-face or online). The discussion will conclude with a wrap up by the facilitator (approximately 3-5 minutes in class, approximately 100 words online).

   When facilitating face-to-face, the student will be graded on a 15-point rubric. Students will submit their discussion protocol in Assignments on Blackboard by **midnight the night before (Wednesday)** on their presentation date for grading. For more information on the facilitation rubric, please see Course Materials on the course Blackboard page.

   When facilitating online, the student will create a new thread for the week’s discussion. Facilitators are responsible for identifying and posting three class prompt (e.g., questions, a scenario, pro/con debate, critique) each **Thursday by midnight (CST)**. The initial post is worth 6 points. *The facilitators are required to respond at least three more times to the online discussion* (9 points, 3 points x 3 responses). The facilitator should be actively engaged in the online dialogue. Their role is to synthesize postings,
offer further insight or clarification, provide additional resources, or further the discussion with questions and comments.

3. Reflective Journals – 10 points (2 journal entries, 5 points each)

**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:

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?

Attach the inventory to the reflection and submit Journal #1 via the Assignments tab in Blackboard by midnight (CST) on June 14, 2018.

**Journal #2** is an end of term reflection on what you have learned in this class. Consider your first journal and initial thoughts when you began this class, and then identify and describe two insights you have gained from class readings and discussions. Finally, describe two tangible strategies you can use in your professional or personal life to address equity issues in education. This journal entry should be between 750-1,000 words. Submit Journal #2 via the Assignments tab in Blackboard by midnight (CST) by August 9, 2018.

4. Linking Research to Practice Final Assignment – 40 points

**Part 1: Paper Topic Proposal (5 points)**

The proposal is a brief (200-250 word) description of your proposed topic. The proposal should identify a key diversity and equity issue and provide a succinct discussion of the significance of the topic and its relevance to K-16 education. Submit your proposal under the Assignments tab by midnight (CST) on June 22, 2018.

**Part 2: Presentation (30 points)**

Students will provide a background the issue with data to demonstrate a problem. Then students will provide description of the context (key individuals, dates, events) of a current (within the past three years) issue related to a diversity and equity in education (10 points, 5 points background and 5 points description). Students will then research and summarize five scholarly articles related to the issue (10 points). (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. 4 of syllabus). After reading three research articles, students will present their analysis of what the research says regarding their topic. Finally, students develop three action steps (5 points) 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. The presentation should conclude with a reference slide and be 7-10 minutes in length (5 points). Final presentations will be in class on August 2, 2018.

**Part 3: Executive Summary (5 points)**
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 five articles researched for this project. Submit your executive summary under the Assignments tab by midnight (CST) on August 2, 2018.

**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.*

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This syllabus is current as of June 5, 2018. I reserve the right to adjust this syllabus to meet the educational needs of the students in this course. Please check Blackboard for the most current course syllabus.