UNIVERSITY OF WISCONSIN **River Falls**

TED 252: Foundations of Diversity and Equity in Education
Spring 2022, Sections 20, 30, 40
3 Credits

Prerequisites and Co-requisites: TED 100, TED 120 or 155 or PED 161, or AGED 201 or COMD 275 and Participation in the Falcon Tutors Program

Course Description:

This course is designed to provide students with an opportunity to gain a meaningful understanding of diversity and equity in education. Students will study the effects and influence of multiple forms of diversity in American education. The topics of diversity include ethnicity and race, gender, SES, religion, exceptionality, language, and learning styles. Students will also study current affairs that influence the educational decisions as they relate to diversity and equity in education. All topics will be studied within the context of history, differing philosophies, and various theories and practices of diversity and equity in education in the United States.

Field Experience: Lab experience of approximately 15 hours - participation in the Falcon Tutors Program

Course Objectives:

1. Throughout the course, in class discussions, you will describe your own life experiences and how you engaged and supported diversity and equity in society.
2. Weekly readings and discussions will help diversify your insights on the readings/key concepts allowing you to consider content from multiple perspectives.
3. You will understand the difference between equity and equality; implicit and explicit bias, as it applies to educational experiences.
4. You will show how your school-based field experiences connect to content discussed in the course, which will provide insights on how diversity matters in the school context.
5. By the end of the course, you will decide how you will address issues of diversity and equity in your future teaching environments.

Required Texts from Textbook Services:
PLEASE MAKE SURE YOU HAVE ALL THREE BOOKS BEFORE LEAVING TEXTBOOK SERVICES ☺

Au, W. (Ed.). (2014). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee, WI: Rethinking Schools, Ltd.

Gorski, P. & Pothini, S. (2018). *Case Studies on Diversity and Social Justice Education*. London: Routledge.

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*. Thousand Oaks, CA: Corwin.

STUDENT EXPECTATIONS

During this unprecedented and challenging time, expectations are in place to protect the safety of students, faculty, staff, and other members of the University of Wisconsin-River Falls community. For more information: (https://www.uwrf.edu/Falcons-Forward/Index.cfm). Each of us plays an important role ensuring the safest environment possible as we return to campus this spring. Face coverings are recommended to help slow and prevent the spread of the COVID-19 virus. At this time, face coverings are required to be worn in the classroom.

UWRF requires all individuals to wear a face covering in all indoor public spaces on campus where physical distancing of six (6) feet is not possible (see policy). Students that do not follow this policy may be asked to leave the classroom. Students requesting a reasonable accommodation to this policy due to disability, should contact Ability Services. Find more information here. Students with an approved reasonable accommodation will receive an approved accommodation form from Ability Services and must present that upon request to the instructor.

Attendance:
Students are always expected to display professional behavior in regard to attendance. If you need to miss a class, you should email me letting me know you will not be in class that day. This is the professional way you communicate with other people in schools and in other work settings. You should strive to attend every class period. Students who miss a class period, for whatever reason, are responsible for making up missed work. **Please monitor your symptoms and err on the side of caution – if you are not feeling well please EMAIL me know and DO NOT come to class. You will NOT be penalized for missing class due to COVID-19 illness. Accommodations will be made for you to join the class virtually if you are ill or in quarantine.**

Communication with Instructor: It is expected that all students will communicate to the instructor in a professional manner. Respectful communication is expected. Please present yourself on email, in person, or online professionally and ethically at all times. That includes addressing the instructor properly through email (Dear, Hello, Good morning, etc.; Dr., Ms., Mr. [Name]). Further, be patient when sending me an email; I will respond to your query within 48-72 hours. If you do not receive a response (the email may not have gotten through), please feel free to send another email. Make sure you re-read each email for clarity before sending it, to expedite the instructor's response. If your email is like a text or makes a statement, I may not respond.

When issues arise, it is expected that you will communicate with me in advance (not after) to discuss both the issue and its resolution. When in doubt of an assignment, please seek help from colleagues (ask at least 3 people as sometimes it could be information you missed from a class) and then feel free to email me. In general, conducting yourself in a respectful manner and being courteous with your classmates and professor is highly expected. And please don't forget to write your full name and the section of your class **(e.g. TED 252 9:00)**

Please avoid the following unprofessional behaviors in class: doing homework for other classes, checking/sending emails, texting, surfing the internet for any reason, or any other behavior that indicates you are not paying attention. We have a short time together and we want to make the most of it ☺

Professionalism: Every student is expected to show professionalism throughout the course. This means that each student is expected to: participate in discussions and activities, be courteous and respectful when disagreements occur, contribute in group assignments, and present yourself as a professional during field placement days and other related activities. This includes responsible use of social media both during class and online in the field.

LAB REQUIREMENT & ELECTRONIC PORTFOLIO ASSIGNMENTS

You will be given an introduction to the Falcon Tutoring program (our lab component of this course) in class prior to the program starting. I will share tips on how to make it a successful lab. Wanda Schlesser is the organizer of the logistics for this lab and the Anthology program, thus all scheduling questions or concerns about your Anthology account should be directed to her via email **(wanda.schlesser@uwrf.edu).** Please note, it may take her 1-2 days to respond, please be patient. Her office is located in the Dean's Office on the second floor of WEB.

You are responsible for making up any missed lab times. At the end of your lab your associate teacher will be grading your performance based on their observations of you. There will be some forms that will need to be completed, but these will be provided to you at the appropriate time.

There is a writing reflection assignment that accompanies the lab experience. It is outlined below.

ASSIGNMENT OVERVIEW

Summative 50%	Formative 40%	Electronic Portfolio 10%
Mid-term Assignment (Project)	Reading Reflections	Dispositions Assessment
Final Paper (Analysis of Movie and Course themes)	Attendance & Participation	Field Evaluation Form
Falcon Reflections (2 short papers based on the labs)		Falcon Reflection #2 upload

***Detailed descriptions of each assignment with rubrics will be on Canvas.**

COURSE ASSIGNMENTS

The following is a break-down of the invaluable assignments for this class. Detailed instructions for how to do the course assignments and further marking rubrics are available for your perusal on Canvas and

will be discussed in class. **Please ask any questions you have about assignments well in advance of the due date.**

Summative (50%):

Mid-term Assignment – **25** points. Incorporating readings and class activities into a comprehensive professional development plan. More info will be on CANVAS.

Final Paper – **50** points. You will be selecting a movie based on the life of a real teacher from an urban school setting. You will reflect on the movie and incorporate it with what you learned from this course. More info will be on CANVAS.

Falcon Reflections – **20** points each. There will be 2 guided reflections to be submitted ONLINE. See Instructions and Rubric on CANVAS. Due dates are fluid and based on when labs begin/end.

Formative (40%):

Attendance & Participation (DAILY) – **5** points each day

Reading Reflections (FRIDAYS) – **10** points each. You will respond to the week's readings in a 300 word essay. There will be prompts to guide you and each response must include at least one citation from the texts.

Electronic Portfolio Submissions (10%):

Disposition Assessment Submission – **10** points

Field Evaluation Form Submission – **10** points

Falcon Reflection #2 Upload – **10** points.

COURSE CALENDAR

This schedule is fluid and subject to change based on class needs. Fair notice will be given.

Complete the reading requirements prior to class and be prepared to discuss what you read. You are expected to be a prepared student for each class. There is an expectation you have a laptop/tablet and that you bring textbooks/readings to each class as we will refer to them in class.

Date	Monday	Wednesday	Friday
Week 1 January 24th-28th	Course Introduction **Complete Personal Info survey on Canvas** **Complete Common Beliefs Survey - link on Canvas**	*Theme: Self - Understanding and owning your bias* Read: Hammond Ch. 1-2	Read: Hammond Ch. 3 **DUE: Reading Reflection at 11:59 PM**

Week 2 January 31st- February 4th	*Theme: Self - Understanding and owning your bias* Read: Hammond Ch. 4	Read: Hammond Ch. 5	Read: Hammond Ch. 6 **DUE: Reading Reflection at 11:59 PM**
Week 3 February 7th – 11th	*Theme: Self - Understanding and owning your bias* Read: Hammond Ch. 7	Read: Hammond Ch. 8	Read: Hammond Ch. 9 **DUE: Reading Reflection at 11:59 PM**
Week 4 February 14th – 18th	*Theme: Native Americans* Read: Au: p. 205-210	Read: See CANVAS Wanda is coming to discuss the Labs. **DUE: Reading Reflection at 11:59 PM**	**MENTAL HEALTH DAY – NO CLASS – NO ASSIGNMENTS**
Week 5 February 21st – 25th	*Theme: Diversity and Privilege* Read: Au Chapters 1 - 2	Read: Gorski p. 1-20	Read: Au Chapters 3 - 4 **DUE: Reading Reflection at 11:59 PM**
Week 6 February 28th – March 4th	*Theme: SES* Read: See CANVAS (NYT Article on Homeless Children)	Read: Gorski p. 21-30	Read: See CANVAS (Article on truancy) **DUE: Reading Reflection at 11:59 PM**
Week 7 March 7th – 11th	*Theme: Language* Read: Au p. 137-147; 159-174	Read: Gorski p. 84-91	Read: Au p. 197-203 **DUE: Reading Reflection at 11:59 PM** **DUE: MID-TERM ASSIGNMENT by 11:59 PM**
Week 8 March 14th – 18th **SPRING BREAK!!!**			
Week 9 March 21st – 25th	*Theme: Gender Identity* Read: See CANVAS	Read: Gorski p. 59-68	Read: See CANVAS **DUE: Reading Reflection at 11:59 PM**

Week 10 March 28th – April 1st	*Theme: Sexual Orientation* Read: See CANVAS	Read: Gorski p. 77-83	Read: See CANVAS **DUE: Reading Reflection at 11:59 PM** **DUE: FALCON REFLECTION #1**
Week 11 April 4th – 8th	*Theme: Immigration* Read: Au p. 213-225; 255-261	Read: Gorski p. 92-100	Read: Au p. 273-280 **DUE: Reading Reflection at 11:59 PM**
Week 12 April 11th – 15th	*Theme: Religion* Read: See CANVAS	Read: Gorski p. 31-38 **DUE: Reading Reflection at 11:59 PM**	**MENTAL HEALTH DAY – NO CLASS – NO ASSIGNMENTS**
Week 13 April 18th – 22nd I have a conference this week, but don't know how/if it will impact class yet.	*Theme: Exceptionality* Read: See CANVAS	Read: Gorski p. 69-76	Read: See CANVAS **DUE: Reading Reflection at 11:59 PM**
Week 14 April 25th – 29th	*Theme: Race* Read: Au p. 297-313; 315-331	Read: Gorski p. 48-56	Read: See CANVAS **DUE: Reading Reflection at 11:59 PM** **DUE: FALCON REFLECTION #2**
Week 15 May 2nd – 6th	*Theme: Ethnicity & Culture* Read Au: 47-55; 83-89	Read: Gorski p. 39-47 **Submit Falcon Reflection #2 to Electronic Portfolio**	Read: Au: 237-250 **Complete course evaluation on Canvas** **DUE: Reading Reflection at 11:59 PM**
Finals Week **No in person meetings.**			**Final Paper due on CANVAS Thursday, May 12th at 11:59 PM**

Grading Scale:

A = 94-100%	C = 74-76%
A- = 90-93%	C- = 70-73%
B+ = 87-89%	D+ = 67-69%
B = 84-86%	D = 64-66%
B- = 80-83%	D- = 60-63%
C+ = 77-79%	F = below 60%

Late Policy for Assignments:
All assignments are to be turned in on Canvas by the date indicated on the specific assignment. **Late work will be accepted with a one letter grade deduction.** Technology issues will not be accepted as a reason for late work. Make sure to turn assignments in early enough to make accommodations if Canvas is not working. Alternatively, I will accept work submitted via email.

** There is a portfolio requirement embedded in this course as a part of your professional education licensure program. To receive a grade for this class, you will upload an artifact to your portfolio that must meet the standard as assessed by the instructor of this course. Not successfully completing the portfolio requirement will result in a grade of "satisfactory progress (SP)" for the class.

OTHER PERTINENT INFORMATION

UWRF promotes safe, respectful, inclusive, and effective learning environments that protect the rights and support the interests of both students and faculty. For additional information regarding our inclusivity expectations, academic accommodations, academic conduct expectations and processes, and other syllabi information, consult http://go.uwrf.edu/Syllabi.

Academic Support for Students: Please contact Tutoring Services at: www.uwrf.edu/academicsuccess/tutoring phone: 715-425-3531.

Student Support Services (Include ESL Tutoring)
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at https://www.uwrf.edu/AcademicSuccess/SSS/.

Writing Center
The Writing Center is designed to assist students improve their writing skills. The Writing Center does **NOT** proofread, edit, or correct student work. However, the Center can assist you in improving those skills. https://www.uwrf.edu/ENGL/Writing-Center.cfm

Campus Policy in Compliance with the American Disabilities Act
The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and everything else it offers. Those who will need academic adjustments or accommodations for a disability should contact the Ability Services Office. Decisions to allow adjustments and accommodations are made by the Ability Services Office on the basis of clinical documentation that students provide to sufficiently indicate the nature of their situation. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as

soon as possible, or see me during office hours. Please also contact Ability Services as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. Ability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Ability Services website is https://www.uwrf.edu/AbilityServices/.
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the Ability Services (ability.service@uwrf.edu; 715-425-0740) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Inclusivity, Respect, and Ability/Disability Expectations
1. The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the Office of Student Conduct and Community Standards at 715-425-4844, or the Office of Equity, Diversity, and Inclusion at 715-425-3833. For a list of prohibited behaviors and protected classes or to report something that is inappropriate using an online process, go to
https://www.uwrf.edu/StudentConductAndCommunityStandards/Index.cfm.
2. The University of Wisconsin-River Falls is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, please visit https://www.uwrf.edu/titleIX/ to access information about university support and resources.
3. The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and everything else it offers. Those who will need academic adjustments or accommodations for a disability should contact the Ability Services Office. Decisions to allow adjustments and accommodations are made by the Ability Services Office on the basis of clinical documentation that students provide to sufficiently indicate the nature of their situation. Visit the Ability Services Office http://www.uwrf.edu/AbilityServices/ for more information.

Academic Integrity: Language regarding the University of Wisconsin-River Falls Academic Misconduct code, including a discussion of the appropriate policies and procedures to be followed in any case of potential misconduct, is located here. "UWS Chapter 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct" for all campuses in the UW System and outlines the process by which the code is adjudicated. UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:
- seeks to claim credit for the work or efforts of another without authorization or citation;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Examples include but are not limited to:
- Cutting and pasting text from the web without quotation marks or proper citation

- Paraphrasing from the web without crediting the source;
- Using notes or a programmable calculator in an exam when such use is not allowed;
- Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials;
- Changing or creating data in a lab experiment;
- Altering a transcript;
- Signing another person's name to an attendance sheet;
- Hiding a book knowing that another student needs it to prepare an assignment;
- Collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

If you are suspected of misconduct, you may have questions and concerns about the process. If so, you should feel free to call the Office of Student Conduct & Community Standards at 715-425-0720, send an **email**, and/or consult its **website** for additional information.

Religious Observances

The University of Wisconsin-River Falls, in concert with University of Wisconsin System Policy, promotes a commitment to the individual needs of students by reducing attendance conflicts between education requirements and the exercise of religious beliefs. University of Wisconsin-River Falls specific guidelines are as follows

1. Students with a legitimate conflict between an academic requirement and a religious observance must be given an alternative means of meeting the academic requirement. Individuals must notify the instructor within the first three weeks of the class (or earlier if the religious observance comes sooner), of the specific days or dates on which they will request relief.
2. Mandatory academic requirements should not be scheduled on days when an acknowledged religious observance causes students to be absent from scheduled functions. The claim of a religious function should be accepted. However, the instructor may set reasonable limits on the total number of days claimed by any one student.
3. Student grades should not be affected because the individuals are absent from class due to a legitimate conflict with a religious observance (this includes attendance requirements).

Title IX

The University of Wisconsin-River Falls is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, please visit https://www.uwrf.edu/titleIX/ to access information about university support and resources.

Pursuant to UW policy, course instructors are required to report to the Title IX Coordinator whenever they learn about incidents of sexual misconduct, dating and domestic violence, or stalking that affect any member of the campus community. This includes disclosures that occur during our class discussions or in private. Students may make a **confidential** report to the Counseling Services. Information on campus reporting obligations and other Title IX related resources are available here: https://www.uwrf.edu/StudentAffairs/TitleIX.cfm