Term Information

Effective Term   Autumn 2022
Previous Value   *Spring 2014*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

EDUTL 5005 from being a course on the books to be considered as a GE for the university in the theme category of Citizenship for a Diverse World.

What is the rationale for the proposed change(s)?

For consideration as a GE course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic implications.

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5005
Course Title	Equity and Diversity in Education
Transcript Abbreviation	EquityDiversity
Course Description	Focuses on issues of diversity, equity, teacher beliefs, and multicultural education. Emphasis is placed on the roles of identity and lived experience and it's influences on approaches to teaching and learning in educational settings.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Sometimes
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value   *Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Previous Value   Not open to students with credit for 815.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   13.0101
Subsidy Level   Doctoral Course
Intended Rank   Junior, Senior, Masters, Doctoral
Previous Value   *Senior, Masters*

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
    Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Demonstrate awareness, understanding and synthesis of ways that culture, race, social class, sexual orientation and language function to create identities and contexts for developing more equitable and multicultural education practices

Content Topic List
- Definitions and key concepts/topics for equity and diversity
- Examinations of identity
- Influence of inner life/autobiography of teachers and learners
- Developing anti-racist/oppressive and equitable educational spaces in education

Sought Concurrence   No

Attachments

- EDUTL 5005 distance_approval_cover_sheet.docx: Distance Cover Sheet

  (Cover Letter. Owner: Wild,Tiffany Ann)

- QM11_Rubrics_Final_Equity and Diversity in Education.pdf: QM Rubric

  (Other Supporting Documentation. Owner: Eze,Maura Chinaelotam)

- QM11_Rubrics_Final_Equity and Diversity in Education EDUTL 5005_.pdf: Final QM Report

  (Other Supporting Documentation. Owner: Brown,Danielle Marie)

- Revised EDUTL 5005 GE Theme Submission Documentation_0323.pdf: Revised_GE Theme

  (Other Supporting Documentation. Owner: Usher,Maura Chinaelotam)

- GE_EquityDiversityJustice5005_Syllabus_2022_0322.docx: Revised_Syllabus

  (Syllabus. Owner: Usher,Maura Chinaelotam)

Comments

- Note from Tiffany Wild: The author of this course re-wrote the course after talking with the A&S committee and has submitted it again for request for review. I was told the version uploaded is in response to the rejection. *(by Brown,Danielle Marie on 04/21/2022 10:23 AM)*

- Please see Panel feedback email sent 02/21/2022. *(by Hilty,Michael on 02/21/2022 11:04 AM)*

- Syllabus and GE themes documents updated based on panel feedback. *(by Eze,Maura Chinaelotam on 12/01/2021 03:40 PM)*

- Please note that the distance cover sheet was uploaded as requested. This course is also been sent to Quality Matters for a review as well. *(by Wild,Tiffany Ann on 09/09/2021 02:48 PM)*

- The form says that there is no distance learning component but the syllabus indicates otherwise. If this course is ever taught in DH or DL format, please ask faculty member to fill out the distance approval cover sheet & upload it in curriculum.osu.edu https://asccas.osu.edu/curriculum/distance-courses *(by Vankeerbergen,Bernadette Chantal on 07/19/2021 04:24 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Usher,Maura Chinaelotam	04/12/2021 11:58 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	04/12/2021 12:02 PM	Unit Approval
Revision Requested	Brown,Danielle Marie	04/13/2021 03:54 PM	College Approval
Submitted	Usher,Maura Chinaelotam	04/15/2021 08:02 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	04/15/2021 08:02 AM	Unit Approval
Approved	Brown,Danielle Marie	05/24/2021 11:58 AM	College Approval
Approved	Carpenter,Thomas J	05/24/2021 01:42 PM	GradSchool Approval
Approved	Reed,Kathryn Marie	05/24/2021 04:11 PM	OAA Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/19/2021 04:24 PM	Ad-Hoc Approval
Submitted	Wild,Tiffany Ann	09/09/2021 02:48 PM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	09/09/2021 03:03 PM	Unit Approval
Revision Requested	Brown,Danielle Marie	09/10/2021 05:00 PM	College Approval
Submitted	Wild,Tiffany Ann	09/16/2021 09:55 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	09/16/2021 10:02 AM	Unit Approval
Revision Requested	Brown,Danielle Marie	09/27/2021 11:26 AM	College Approval
Submitted	Usher,Maura Chinaelotam	09/27/2021 11:29 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	09/27/2021 03:25 PM	Unit Approval
Approved	Brown,Danielle Marie	09/29/2021 09:20 AM	College Approval
Revision Requested	Hilty,Michael	10/25/2021 11:29 AM	ASCCAO Approval
Submitted	Usher,Maura Chinaelotam	12/01/2021 03:40 PM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	12/01/2021 03:40 PM	Unit Approval
Approved	Brown,Danielle Marie	12/08/2021 09:31 AM	College Approval
Revision Requested	Hilty,Michael	02/21/2022 11:04 AM	ASCCAO Approval
Submitted	Usher,Maura Chinaelotam	04/21/2022 10:13 AM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	04/21/2022 10:14 AM	Unit Approval
Approved	Brown,Danielle Marie	04/21/2022 10:24 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/21/2022 10:24 AM	ASCCAO Approval

EDUTL 5005: Equity, Diversity, and Justice in Education
AU22, 3 CREDIT HOURS, U/G

Instructor:
Email:
Phone: (if desired)
Office Hours:

Land Acknowledgement

I would like to acknowledge the Miami, Shawnee, Wyandot, Potawatomi, Peoria, Wyandotte, Ojibwe, Cherokee and Delaware Nations, whose ancestral and contemporary lands The Ohio State University occupies. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. Let us collectively consider the diverse groups of Indigenous peoples who are connected to the various lands we are on. I honor them and our class's various peoples, tribes, nations, and families.

Foundational Quotes

- "As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence" – *bell hooks (1994, p. 8)*

- "Teachers need to develop a discourse set of assumptions that allow them to function more specifically as *transformative intellectuals*. As intellectuals, they will combine reflection and action in the interest of empowering students with the skills and knowledge needed to address injustices and to be critical actors committed to developing a world free of oppression and exploitation" - *Henry Giroux (1988, p. xxxiv).*

Course Information

Course times and location: TBD
Mode of delivery: TBD

Course Overview

Description / Rationale
In centralizing educational equity, diversity, and justice in this course, we will examine:

- our individual and collective identities and social positionings;
- how identity and citizenship have been constructed overtime
- oppression in the form of racism, classism, gender subjugation, heterosexism, ageism, ableism, immigrant subjugation, linguistic discrimination, and more
- the roles, concerns, and actions of educational stakeholders (students, families, teachers, administrators, community organizations, community members) regarding educational equity
- the interconnectedness of all the above.

Syllabus prepared by Jenell Igeleke Penn

Through this examination, education becomes part of the broader political project of identifying and eliminating oppression and ==making civil liberties more accessible for all students==. This course is about reflecting on our own stances, learning to interrogate them in order to be able to meet the needs of increasingly diverse student populations, and understanding our roles as teachers, ==educators, and citizens== in participating, reproducing, and disrupting social inequalities. Furthermore, in this course, we will examine how schools are sociopolitical spaces where hierarchies and ==socially unjust== practices are often reinforced through curriculum, policy, pedagogy, daily interaction, discipline, and punishment.

Relation to Other Courses
This course is a required course for all teacher education licensure students.

Prerequisites: N/A
Prerequisite Knowledge: Students do not need to have mastered any knowledge or skills before beginning this course. However, students are encouraged to begin engaging with the concepts of ==equity, diversity, and justice== early and often in their college experiences, regardless of their fields of study.

Learning Objectives
By the end of this course, students will be able to:

1. Maintain an inclusive learning environment based on community agreements and mutual respect.
2. Engage in critical analysis of events, scholarship, and various forms of media.
3. Examine their own identities, their multiple positions within systems of inequality, and how their positions as differ across political, cultural, national, global, and historical communities.
4. ==Articulate how various level and forms of oppression impact personhood, citizenship, representation, and access in educational spaces==
5. Explore structural or systemic inequities and the ways they continue to disenfranchise historically oppressed groups/students and identify ways ==educators, families, and/or community members can== work to change systemic social and cultural inequities inside and outside of educational spaces.

General Education Expected Learning Outcomes
As part of the Citizenship for a Just and Diverse World category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Themes: General
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
  1.1. Engage in critical and logical thinking about the topic or idea of the theme.
  1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
  1.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
  1.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Theme: Citizenship for a Just and Diverse World

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

1.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

1.2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

2.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

2.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This course fulfills these learning outcomes (1) by helping students examine our individual and collective identities and social positionings, and (2) by analyzing and challenging various levels and forms of oppression with regard to educational equity. Specifically, students will:

1.1. Examine how structural and systemic oppressions have been shaped and continue to shape and impact the lived experiences and educational experiences of those who have historically been subjected to these oppressions.

1.2. Apply skills and dispositions for engaging with others when discussing the complexities of educational equity.

2.1. Analyze and critique their own and their peers' various social positionings. They will analyze and critique using concepts presented via course readings, videos, and presentations by the learning community.

2.2. Apply course content to create an artifact and presentation that critically analyzes the impact of inequities in education and advocates for social change.

Course Materials

Required

Sensoy, O. & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education* (2nd ed.). Teachers College Press.

Additional readings available on CarmenCanvas each week

Supplemental / Optional

Jewell, Tiffany. (2020). *This book is anti-racist: 20 lessons on how to wake up, take action, and do the work* (1st ed.). Frances Lincoln Children's Books.

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit for educational freedom*. Beacon Press

Reynolds, J. & Kendi, Ibram X. (2020) *Stamped: Racism, antiracism, and you: A remix of the national book award-winning Stamped from the Beginning* (1st ed.). Little, Brown Books for Young Readers.

Course Requirements/Evaluation

Grades

Assignment Category	Points
Weekly Reading Notes and Extensions	15 (1 point for each note, ½ point for each extension)
Assignment 1: Who We Are Story	5
Assignment 2: Final Project Proposal	5
Assignment 3: Current Event Analysis	10
Assignment 4: Reflection Essay/Video	15
Assignment 5: Final Project	25
Class Participation and Attendance	25
TOTAL	100

See below for assignment descriptions and due dates.

All students will schedule a one-on-one check in with the instructor near the midterm and final. During these meetings, the instructor and student will discuss the student's progress and assignment scores, and they will negotiate any adjustments needed.

Late Assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

Reading Notes and Extensions (CO 1, 3; GEO 1.1, 1.2)

Description: Each week, students will post reading notes to a group discussion page or online discussion tool on CARMEN **by Saturday at 11:59p**. Use these notes to address all the assigned materials for that week. Notes should be between 200-350 words. Please use the following headings with bullet points under each:

- Four high points, interesting things, or new insights of learning for you
- Three short reflections on the insights
- Two discussion questions
- One way you can tangibly apply what you learned

- (Optional) One connection to another resource (videos, newspaper articles, podcasts, TED talks, picture collections, etc.)

You will be assigned to a different small group each week so that you can meet and engage with your peers. Respond to one of your group members' notes **by 11:59p on Mondays**. Responses should be 75+ words. You may respond to your peers' posts by:
- Extending their thinking
- Offering constructive critiques that may help them understand the materials from a different
- perspective
- Answering their discussion questions

Purpose: This assignment provides an opportunity for students to engage with and reflect on course materials. Reflecting on the assigned will help students to retain information, consider the application of the material to their experiences, and be prepared for class. Small group interactions will also allow students to consider materials from a different perspective and collectively generate new knowledge.

Assignment 1: Who We Are Story (CO 1,3; GEO 1.1, 1.2)
Description: Students will construct a 2-4-page story that centers on telling classmates who they are and what they bring to our shared learning space. Include significant aspects of your social identities (e.g., race, ethnicity, religion, class, ability, gender, language, sexuality, citizenship, geographic location urban/rural, East/West Coast, suburban etc.) as you see fit in your story. **The central questions to this story are: How have our social identities influenced or played a role in our lived experiences? How do your social identities differ across political, cultural, national, global, and/or historical communities? Based on your social identities, what messages have you received about personhood, citizenship, and/or identity?**

Students may also include non-social identities/social roles that are important to their sense of self (e.g., sister, athlete, child of divorce, artist, gamer, Buckeye, etc.). However, this assignment's primary focus is on social identities. It is up to you how much personal background/identity/experiences you are willing to share with the class. We are here to learn with and from each other, and we know it takes a lot of courage to open up to others about our lives. We will benefit greatly from our collective stories and our reflection upon those stories.

Purpose: In order to engage in a constructive sharing space, it is important to engage in a level of vulnerability with one another. One way to do this is to share stories that often are not included in academic spaces such as family, identity, culture, community, etc. Developing relationships is an impossibility without the sharing of stories. This is an opportunity to voice our stories and to hear the stories of others.

Assignment 2: Final Project Proposal (CO 1, 2, 5; GEO 2.1, 2.2)
Description: Students will communicate their intentions around the final project via a brief 1-page proposal. Within this proposal, you will briefly identify your project selection (see Final Project for options), describe your rationale, and provide an outline. You may format this proposal in narrative or bullet form.
Optional: You may schedule a meeting with me to brainstorm/discuss your ideas.

Purpose: This assignment will help clarify the direction of your final project.

Assignment 3: Current Event Analysis (CO 1, 2, 3, 5; GEO 1.1, 2.1, 2.2)

Description: In this assignment, students will pick a social identity, form of oppression, or related concept from a provided list. Then, students will identify a current event or issue that involves that concept/identity. Briefly describe the topic, current event, and the relationship between the two. Analyze the event using course concepts and ==materials by considering this question: what message is being convey about personhood, citizenship, and/or identity? Lastly,== develop a proposed solution or intervention (no matter how small or short- term) that could realistically be accomplished.

In small groups (to be selected), you will prepare a 1-page summary handout and a 5-10-minute presentation. In your handout and oral presentation, be sure to:

- identify the event/issue you're addressing
- identify and briefly describe what's known about the issue from research and your own substantive observations
- describe your intervention(s) and
- what you expect to be the short and long-term consequences of the intervention(s).

Purpose: This assignment demonstrates the applicability of course content beyond the confines of the classroom and other educational contexts. Students apply their learning to contemporary issues in the world and use problem-solving skills to create interventions.

Assignment 4: Reflection Essay/Video (CO 1,4,5; GEO 2.1, 2.2)

Description: Students will engage in reflection about the course in one of two ways:

1. Write a 4-5-page reflective essay OR
2. Create an 8-10-minute reflective video with a 1-2-page outline of talking points

To accomplish this, you will:

- Re-read readings notes, extensions, and other course assignments to look for moments of discovery, growth, and new understandings.
- Take note of the most impactful quotes, ideas, or concepts from authors, speakers, our learning community, and your own writing.
- Consider the ways you might integrate these impactful things into your future classroom or work as an educator.
- Use the above to pose a central question (or two) that serves as the foundation of the reflection.
- Attempt to answer the question using your own voice and the voices of others in the course (including authors and speakers).
- Use the concluding section of your assignment to overview the relationship between equity/ diversity and education, and its personal impact on you.

Purpose: This reflection essay is intended to allow students to pause and turn inwardly to think about the concepts and ideas that were impactful to them during this course. Carving out a time and space to simply let our collective lessons absorb is important to developing our understandings and our emerging identities.

Assignment 5: Design Project and Presentation (CO 1, 2, 3, 4, 5; GEO 1.1, 1.2, 2.1, 2.2)

Description: Working individually, choose one of five project options to demonstrate how your notions of equity, diversity, and justice in education have been challenged and/or developed by this course. Each project is comprised of a description, artifact, and presentation, and each project can be developed from an educator, family, and/or community member perspective. Your project should focus on topics/concepts/ideas from the course to highlight, analyze, complicate, and act upon, equity, diversity, and justice in education. Tailor your project to your specific journey in understanding and development throughout the course. You will present your final project to the rest of the course community during the final week of the semester.

Presentation

You will deliver/record an 8–10-minute presentation which provides:
- A title and which project option you selected
- An overview of the project, including a synopsis of how you came to your final project based on the class content
- Reflections you have on the process (e.g., challenges, triumphs, findings, and/or implications)
- A discussion of how you believe the project contributes to our course community and/or equity, diversity, and justice in education

Project Options

1. Lesson Plan: Create a grade-appropriate one-day lesson plan that can be implemented in a current or future classroom or other educational space.

   - Description: 1-2-pages on overall goals, rationale, how specific course concepts helped you develop this idea, how the plan addresses or includes equity, and any potential limitations of the plan.

   - Artifact: Detailed lesson plan that includes curriculum standards, lesson objectives, materials, and step-by-step instructions.

2. Educator Development Workshop: Create a one-day teacher development workshop.

   - Description: 1-2-pages on overall goals, rationale, how specific course concepts helped you develop this idea, how the plan addresses or includes equity, and any potential limitations of the plan.

   - Artifact: Detailed workshop plan and facilitation notes that include objectives, materials, and step-by-step instructions.

3. Direct Action Plan: Create a direct-action plan to create change in their community(ies).

   - Description: 1-2-pages on the issue(s) you seek to address, overall goals, rationale, how specific course concepts helped you develop this idea, how the plan addresses or includes equity, and any potential limitations of the plan.

   - Artifact: Detailed plan including step-by-step actions to create change

4. Policy Creation/Change Proposal: Construct a proposal to create or change an educational policy at the school, local, or state level.

   - Description:1-2-pages on how you chose this policy, the rationale, which course concepts you are applying, goals, and how this policy is related to equity.

- • Artifact: Detailed proposal including step-by-step actions to get the policy/change enacted

5. Creative Work: Produce a creative product that encapsulates learning from one or more course concepts

   o Description: 1-2-pages on how you came to this idea, the rationale, goals, which course concepts you are applying, and how this work is related to equity.

   o Artifact: The creative product or mockup (e.g., animated presentation, mobile app, painting, podcast episode, book of poetry, etc.)

GE Rubric

Learning Outcomes	4- Exceeds	3-Meets	2- Emerging	1- Does Not Meet
Presentation 1. Cultivate and maintain an inclusive learning environment based on community agreements and mutual respect. GE 1.2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen	Presentation **utilizes format, skills and disposition**s that **significantly engage** classmates. Student takes into consideration **various needs** of classmates. Student engages with the classmates according to **all** of the community agreements.	Presentation **utilizes format, skills and disposition**s that **engage** classmates. Student takes into consideration **various needs** of classmates. Student engages with the classmates according to **all** of the community agreements.	Presentation **utilizes format, skills or disposition**s that **engage** classmates. Student takes into consideration **some of the needs** of classmates. Student engages with the classmates according to **some** of the community agreements.	Presentation **does not engage** classmates. Student does not take into consideration the needs of classmates. Student does not engage with the classmates according to all of the community agreements.
Description 4. Articulate how various level and forms of oppression impact personhood, citizenship, representation, and access in educational spaces. GE 1.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	Identifies and describes **3 course concepts** related to equity, diversity, and justice in education. Explains how **each of these concepts** challenge or impact deficit perceptions of various identities and communities as well as access to full citizen participation.	Identifies and describes **3 course concepts** related to equity, diversity, and justice in education. Explains how **at least one of these concepts** challenges or impacts deficit perceptions of various identities and communities as well as access to full citizen participation.	Identifies and describes **3 course concepts** related to equity, diversity, and justice in education.	Identifies and describes 1 **course concepts** related to equity, diversity, and justice in education.
3. Examine their own individual and collective identities and multiple positions within systems of inequality. GE 2.1 Examine, critique, and evaluate various	Student explains their **personal growth** over the course of the class and identifies **2 goals** for continuing growth**.**	Student explains their **personal growth** over the course of the class and identifies **1 goal** for continuing growth**.** Explains how artifact **addresses inequities**	Student explains their **personal growth** over the course of the class and identifies **1 goal** for continuing growth**.**	Explains student's **personal growth** but does not identify a goal**.** Does not explain how artifact addresses

expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Explains how artifact **effectively addresses inequities** in education and **potential limitations** of artifact.	in education and **potential limitations** of artifact.	Attempts to explain how artifact addresses inequities in education but **does not address potential limitations** of artifact.	inequities in education or potential limitations of artifact.
Artifact 5. Explore structural or systemic inequities and the ways they continue to disenfranchise historically oppressed groups/students and identify ways to work to change systemic social and cultural inequities inside and outside of educational spaces. GE 2.2 Analyze and critique the intersection of concepts of ==justice, difference, citizenship==, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	Artifact demonstrates an **advanced, complex understanding** of structural and systemic inequities in educational spaces. **AND** Artifact **works toward** social change.	Artifact demonstrates a **detailed understanding** of structural and systemic inequities in educational spaces. **AND** Artifact **works toward** social change.	Artifact demonstrates a **limited understanding** of structural and systemic inequities in educational spaces. **OR** Artifact **attempts** to advocate toward social change.	Artifact demonstrates a **very limited understanding** of structural and systemic inequities in educational spaces. **AND** Artifact **does not** work toward social change.

Course Policies

Attendance and Participation Requirements:

Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in in-person activities for attendance (if course is offered in-person)**: **once per week**
  You are expected to attend all class meetings. If you have a situation that might cause you to miss a class meeting, discuss it with me *as soon as possible.*

- **Participating in online activities**: **at least once per week**
  You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Zoom meetings (if course is offered online or hybrid): at least once per week**
  You are expected to attend all of the course Zoom meetings. If you have a situation that might cause you to miss a Zoom meeting, discuss it with me *as soon as possible.*

- **Office hours**: **optional**
  Office hours, are optional. However, each student will need to me with me individually at midterm and end of term.

Communication

The university's official mode of communication is via university email. Students should use their Buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions (for online/hybrid sections of this course)**: During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the free, Ohio State-themed virtual backgrounds (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.

- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Academic Integrity

See Assignments Descriptions for specific guidelines about each assignment. Policies for collaboration and academic integrity for this course:

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects**: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

Required Equipment
- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

- **Self-Service and Chat support**: http://ocio.osu.edu/selfservice
- **Phone**: 614-688-HELP (4357)
- **Email**: 8help@osu.edu
- **TYY**: 614-688-8743

Baseline technical skills necessary for online/hybrid courses:
- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

Technology necessary for this course:
- CarmenCanvas Discussion Board
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)
- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

Student Resources

Technology:

EHE Tech Help   OSU Tech Support

Academics:

EHE Homepage   EHE Advising
OSU Advising   OSU Library
Dennis Learning Center   EHE Office of Research
OSU Office of Research

Student Life:

OSU Student Health Services   EHE Undergraduate Student Services
OSU Student Life   OSU Student Advocacy Center
OSU Student Financial Aid   EHE Career Services
OSU Career Counseling and Support Services   OSU Office of Diversity and Inclusion
EHE Office of Diversity, Inclusion, and Community
Engagement

Course Schedule

WEEK/ UNIT	DATE	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		Introductions Community Building	1, 2, 3 GE 1.2, 2.1,	The Syllabus "Name" (Adilow)	
2		Engaging Constructively Critical Thinking and Critical Theory	1, 2, 3, 5 GE 1.1, 1.2	Ch. 1: How to Engage Constructively in Courses That Take a Critical Social Justice Approach (IERE) Ch. 2: Critical Thinking and Critical Theory (IERE)	Introduction Survey Reading Notes & Extensions
3		Social Identities, Citizenship, and Race	1, 2, 3, GE 1.1, 1.2, 2.1	"Teaching for Social Justice, Diversity, and Citizenship in a Global World" (Banks, 2004) "Reconstructing Citizenship" (National Museum of African American History and Culture) "RACE- The Power of an Illusion: Explore Different Rule for Whites" (PBS) Social Identities and Systems of Oppression (National Museum of African American History & Culture)	Assignment 1: Who We Are Story Reading Notes & Extensions

				Optional Texts on CarmenCanvas "Girl" (Chee, 2015) Practicing Islam in Short Stories (El-Naggar, 2015) My Life as an Undocumented Immigrant (Vargas, 2011) The Drug Epidemic Isn't New (Wicker, 2017)	
4		Socialization & The Stories We Tell	1, 2, 3, 5 GE 1.1, 1.2, 2.1	Ch. 3: Culture and Socialization (IERE) Ch 4: Prejudice and Discrimination (IERE) Optional Texts on CarmenCanvas The Danger of a Single Story (Adichie, 2009) They Want to Erase That Past (Adams and Busey, 2017) Exploring Identity Work (Pai, 2019) The Mind of a Village (Vedantam, 2018)	Reading Notes & Extensions
5		Socialization & The Things We Do	1, 2, 4, 5 GE 2.1, 2.2	The Idea of America (Jones, 2019) I Won't Learn from You (Kohl, 1992) Optional Readings on CarmenCanvas Why Chinese People came to the United States (AJ+, 2017) Every kid needs a champion (Pierson, 2013) A tale of two teachers (Crum, 2015)	Reading Notes & Extensions
6		Power, Privilege, and Oppression	1, 2, 5 GE 2.1, 2.2	Ch. 5: Oppression and Power (IERE) Ch. 6: Understanding Privilege Through Ableism (IERE) Teaching 6-Year Olds About Privilege and Power (Schwartz, 2019) Optional Readings on CarmenCanvas Examples of Ability Privilege Examples of Age Privilege Examples of Christian Privilege Examples of Cisgender Privilege Examples of heterosexual Privilege Examples of Male Privilege Examples of Middle-to-Upper Class Privilege Examples of U.S. Citizenship Privilege Examples of White Privilege	Assignment 2: Final Project Proposal Reading Notes & Extensions
7		Systemic Oppression	1, 2, 4, 5 GE 1.1, 2.1, 2.2	Ch. 7: Understanding Invisibility of Oppression Through Sexism Ch. 8: Understanding the Structural Nature of Oppression Through Racism Ch. 9: Understanding the Global Organization of Racism Through White Supremacy	Reading Notes & Extensions
8		Intersectionality & Differentiated Citizenship	1, 2, 3, 5 GE 1.1, 2.1, 2.2	Ch. 10: Understanding Intersectionality Through Classism "On Intersectionality" (Crenshaw, 2016)	Assignment 3: Current Events Analysis

				Choose ONE of the TWO "A shadow of ourselves: Identity erasure and the politics of queer (school) leadership" (Lugg and Tooms, 2010) "Unequal chances: Race, class, and schooling" (Satz, 2012)	Reading Notes & Extensions
9		Equity, Allyship, and Action	1, 2, 4, 5 GE 1.1, 2.1	Ch. 11: "Yeah, But…" Common Rebuttals Ch. 12: Putting it All Together Equity vs Equality (Gardner) Equity vs Equality (Cultural Organizing) **Optional Texts on Carmen:** Families and Educators Together Project (Eakins, 2019) Teacher Activism Persists in US (Will, 2019) Teachers Unite! (Markowitz, 2018) Can Schools Nurture the Souls of Black and Brown Children (Udoh, 2018)	Reading Notes & Extensions
10		Equity & Education: The Impact of Discipline Policies & Trauma	1, 2, 4, 5 GE 1.2, 2.2	The Right to Be Literate: Literacy, Education, and the School-to-Prison Pipeline (Winn and Behizadeh, 2011) "Show Us the Love: Revolutionary Teaching in (Un)Critical Times (Johnson, Bryan, and Boutte, 2019) **Choose at least 1 Leading Podcast:** Asset Based Pedagogy American Indian Boarding Schools and Its impact on Indigenous Education Restorative Justice: An Alternative to Traditional School Discipline Oppressive Practices in School Dress Codes Disrupting Poverty in the Classroom Supporting Bilingual Families During IEP Meetings Creating Activities Through Social Justice Mathematics Being Kind is not the Same as Being Anti-Racist	Reading Notes & Extensions
11		Equity & Education: The Impact of Inclusive Curricula and Abolitionist Teaching	1, 2, 4, 5 GE 1.2, 2.2	Global Citizenship Education and Social Justice for Immigrant Students: Implications for Administration, Leadership, and Teaching in Schools (Guo-Brennan, 2019) **Choose 2 content/grade specific texts:** Ending Curriculum Violence (Jones, 2020) What Educators Can Do in 100 Days (Learning for Justice, 2019) Guide for Racial Justice and Abolitionist Social and Emotional Learning (Abolitionist Teaching Network, 2020)	Reading Notes & Extensions

12		**Educators Panel**	1, 4, 5 GE 2.1, 2.2	<mark>Honoring and Building on the Rich Literacy Practices of Young Bilingual and Multilingual Learners</mark> (Souto-Manning, 2016) TBA <mark>(Educators across experiences, grade-levels, community spaces, and content areas share their experiences with diversity, equity, and justice in education)</mark>	**Assignment 4: Reflection Essay or Video**
13		*Individual instructor-student conferences			
14		Projects and Presentations	1, 2, 3, 4, 5 GE 1.1, 1.2, 2.1, 2.2	Present outcomes from Assignment 5	**Assignment 5: Equity & Diversity Design Project and Presentation**
15		Projects and Presentations	1, 2, 3, 4, 5 GE 1.1, 1.2, 2.1, 2.2	Present outcomes from Assignment 5	

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Carmen (Canvas) accessibility documentation.

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**.

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit **odi.osu.edu/ccampis**

GE THEME COURSES

Overview
Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number | EDUTL 5005 |

General Expectations of All Themes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme.
In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

This is an advanced course about the relationship between of equity, diversity, and justice in education. In order to deeply engage with the subject matter, students will engage with and respond to a variety of texts, including but not limited to: the course textbook, Is Everyone Really Equal (Sensoy and DiAngelo, 2017), various peer-reviewed research articles, such as "Teaching for Social Justice, Diversity, and Citizenship in a Global World" (Banks, 2004), articles and videos published on popular platforms, such as TED and Medium, and texts students themselves contribute to the course well. Students will be encouraged to draw upon and connect to not only their experiences but readings/materials from previous courses to critically analyze questions like: How do your social identities differ across political, cultural, national, global, and/or historical communities? How is citizenship complicated by various social identities? Who gets to be a full citizen? Based on your social identities, what messages have you received about personhood, citizenship and/or identity?

Course subject & number   EDUTL 5005

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This ELO links to the following course goals and topics: Learning Objectives 1 (Maintain an inclusive learning environment based on community agreements and mutual respect.), 2 (Engage in critical analysis of events, scholarship, and various forms of media.), 3 (Examine their own identities and multiple positions within systems of inequality.), 4 (Articulate how various level and forms of oppression impact personhood, citizenship, representation, and access in educational spaces.), and 5 (Explore structural or systemic inequities and the ways they continue to disenfranchise historically oppressed groups/students and identify ways educators, families, and/or community members can work to change systemic social and cultural inequities inside and outside of educational spaces.).

Activities/Assignments/Topics: Students will collaboratively think about what it means to have an inclusive, diverse learning environment and develop community agreements based on critical conversations about this topic. Through participation in in-person class discussions and on-line discussion posts, students will have the opportunity to practice maintaining the learning environment. Students will also have the opportunity to share their insights, reflections, questions, and connections to readings with their peers in CarmenCanvas. Through engagement with weekly readings and one another, students will have the opportunity to engage in critical thinking about several topics related to equity and diversity in education such as, social identity, citizenship, power, oppression, allyship, and intersectionality, for example.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This ELO links to the following course goals and topics: Learning objectives 2, 3, 4, 5.

Activities/Assignments/Topics: Students will engage in advanced, in-depth exploration of equity, diversity, and justice as they relate to educational spaces and their own roles as educators. Through weekly readings and discussions of those readings, students will have opportunities to think about these topics across texts and in relation to other topics, such as citizenship and identity. For example, during week 8, students will read chapter 10 of the textbook, listen to Kimberle Crenshaw's speech on Intersectionality, and read a peer-reviewed article (Luggs and Tooms, 2010 or Satz, 2012). These texts explore the idea of social identities as they related to varied levels of oppression and differentiated citizenship. Students will draw on these texts as well as share texts of their own to highlight important takeaways and reflect upon the impact on students in educational spaces. In Assignment 1: Who Are We Story, students will construct a story that explores how their social identities have influenced their lived experiences. Specifically, students will engage with the following questions: How have our social identities influenced or played a role in our lived experiences? How do your social identities differ across political, cultural, national, global, and/or historical communities? Based on your social identities, what messages have you received about personhood, citizenship, and/or identity? This will allow them to explore social identity and equity from a personal stance, and by sharing stories with one another, the students will hear how different social identities have shaped their collective experiences. In Assignment 4: Reflective Essay/Video, students will reflect on the course concepts and ideas that have been impactful for them and how they've grown as students in this course. To do this, students will need to refer to course texts, reading notes, ideas or concepts from authors, speakers, the learning community, and their own exploration. In Assignment 5: Design Project and Presentation, students will develop an artifact that demonstrates their ability to highlight, analyze, complicate, and act upon a particular topic related to equity, diversity, and justice in education. This will require them to engage in in-depth, scholarly exploration utilizing texts provided by the instructor as well as texts they find through their own research. Each project can be developed from an educator, family, and/or community member perspective.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This ELO links to the following course goals and topics: Learning Objective 3 and 4.

Activities/Assignments/Topics: Students will have multiple opportunities to engage with this ELO. During week 12, students will engage with educators across experiences, grade-levels, community spaces, and content areas who work toward equity, diversity, and justice in educational spaces. In Assignment 1: Who Are We Story, students will construct a story that explore how their social identities have influenced their lived experiences. This will allow them to identify their different social identities and describe how their identities have shaped their lived experiences. In Assignment 3: Current Event Analysis, students will identify a social identity, form of oppression, or concept related to inequity and/or inequality and apply their understanding of said identity, form of oppression or concept to contemporary issues. Specifically, they will explore the question: *What message is being convey about personhood, citizenship, and/or identity?* Students will describe experiences but also through applying their understanding to contemporary issues and proposing an intervention or solution, they will also begin describing and synthesizing approaches to addressing these issues.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This ELO links to the following course goals and topics: Leaning Objectives 2, 3, and 4.

Activities/Assignments/Topics: Through the weekly reading notes and extensions, students will have opportunities to develop their understandings of the course topics and their understandings of themselves and their roles in challenging and/or reproducing social inequalities through reflection, conversation with other students, and extensions/connections. In Assignment 1: Who We Are Story, students will reflect on their own social identities have influenced their lived experiences. In Assignment 4: Reflective Essay/Video, students will reflect on the course concepts and ideas that have been impactful for them and how they've grown as educators. They will build on prior experiences, both in the course and outside of the course, to think about the relationship between equity/diversity and education and the person impacts on them. Lastly, in Assignment 5: Design Project and Presentation, students will reflect on their personal growth as well as their process in completing the final project. They will also create an artifact and describe how specific course concepts helped them to develop the artifact. This will allow them to build on prior experiences, both in the course and outside of the course, reflect on their emerging identity as an educator, and respond creatively to issues of equity and diversity in education

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This ELO links to the following course goals and topics: Learning objectives 2, 4, and 5

Activities/Assignments/Topics: Through the weekly reading notes and extensions, students will have opportunities to describe and analyze a range of perspectives on equity, diversity, and justice in education through reflection, conversation with other students, and extensions/connections. Exploring the text/website "Reconstructing Citizenship" from the National Museum of African America History and Culture and analyzing a timeline (instructor created) of inequity and inequality in U.S. education, will allow students space to explore how identity, citizenship, and personhood have been socially constructed over time and impacted by political, national, and global policies. Several texts, such as "The Idea of America" and "I Won't Learn From You", will provide students with opportunities to explore of what it means to be American and what it means to be a global citizen, particularly for those from marginalized backgrounds while "They Want to Erase That Past" (Adams and Busey, 2017) and "A Shadow of Ourselves: Identity Erasure and the Politics of Queer [school] Leadership" (Lugg and Tooms, 2010) will help students to analyze how access to full citizenship has be impacted by and differentiated for people of particular social identities. Lastly, "Teaching for Social Justice, Diversity, and Citizenship in a Global World" will help students to think about how educators can help cultivate spaces that honor students and allow them to act upon injustices as global citizens. In Assignment 3: Current Event Analysis, students will identify a social identity, form of oppression, or concept related to inequity and/or inequality and apply their understanding of said identity, form of oppression or concept to contemporary issues. By exploring the assignment's central question (What message is being convey about personhood, citizenship, and/or identity?), students will describe and analyze how experiences differ across cultural, global, and historical communities, paying particular attention to how certain groups of people/students have historically been subjected to structural and systemic oppressions.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This ELO links to the following course goals and topics: Learning objectives 1, 3, and 5.

Activities/Assignments/Topics: Students will collaboratively think about what it means to have an inclusive, diverse learning environment and develop community agreements based on their critical conversations about this topic. These agreements will align with the skills, knowledges, and dispositions that are critical for engaging in conversations around complex topics as global citizens. Through the weekly reading notes and extensions, students will have opportunities to apply these skills and dispositions as they describe and analyze a range of perspectives on equity and diversity in education through personal reflection, conversation with other students, and extensions/connections to other texts. There are several course texts that will help students to identify and reflect on the knowledges, skills, and dispositions required for intercultural competence as global citizens. For instance, the peer reviewed article, "Teaching for Social Justice, Diversity, and Citizenship in a Global World" (Banks, 2004), the popular article, Teaching 6-Year Olds About Privilege and Power (Schwartz, 2019), and the podcast episode, "Supporting Bilingual Families During IEP Meetings" will all help students to explore the knowledges, skills, and dispositions required for intercultural competence as a global citizen and how educators can cultivate them in educational spaces. In Assignment 1: Who We Are Story, students will reflect on their various social identities and listen to the stories of their peers, which will also help them to develop skills required for intercultural competence as global citizens.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This ELO links to the following course goals and topics: Learning objectives 3, 4, and 5

Activities/Assignments/Topics: Students will explore the concept of abolitionist teaching, which aims to work in solidarity with communities of color as abolitionists to "eradicate injustices in and outside of schools" (Love, 2019). They will also explore what is means to love one's students and their cultures ("Show Us the Love: Revolutionary Teaching in (Un)Critical Times," Johnson, Bryan, and Boutte, 2019) and how violences in educational spaces continue to disenfranchise historically oppressed groups/students. Exploration of these topics will help students to examine and critique various expressions and implications of diversity, equity and inclusion practices/policies, and how those expressions and implications impact a variety of lived experiences. Students will also engage with texts/podcasts that address several types of privilege (ability privilege, U.S. citizen privilege, Christian privilege, etc.), which will help them to examine how difference is socially constructed and often impacts full access to and expression of citizenship. In Assignment 1: Who We Are Story, students will examine their own and their classmates' expressions of equity, diversity, and justice through an examination of their own social identities and lived experiences. This will allow them to explore constructions of identity and citizenship and how these constructions differ politically, socially, and historically across time and space. In Assignment 4: Reflective Essay/Video, students will reflect on the ideas and concepts from the course and consider how they might integrate and express these ideas and concepts in their future contexts or work as an educator, parent, and/or community member. During week 12, students will hear from a panel of educators who are committed to social change in the areas of equity, diversity, and justice in education. Students will hear from and engage with educators who examine their own expressions and their experiences with inequities and injustices and/or privileges in educational contexts. In Assignment 5: Design Project and Presentation, students will design an artifact that addresses equity, diversity, and justice in education. By designing this artifact, students will need to explore expressions of diversity, equity, and justice. They will also need to demonstrate how their notions of such expressions and implications have been challenged and/or developed by the course.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

This ELO links to the following course goals and topics: Learning objectives 3, 4, and 5

Activities/Assignments/Topics: Students will explore the concept of Intersectionality (Crenshaw, 2016) in the course. This will require them to analyze how various social identities (religion, ability, race, immigration status, citizenship, sexuality, gender, ethnicity, language, etc.) intersect to compound privileges or oppressions as they relate to education. Students will also explore the impact of trauma related to injustice, inequity, and difference based on social identities on K-12 students (Johnson, Bryan, and Boutte, 2019). Both of these topics will help students to analyze and critique the intersection of (in)justice, difference, and citizenship. In Assignment 3: Current Event Analysis, students will analyze a current event that involves a particular social identity, form of oppression, and/or related concept. Students will be encouraged to pay particular attention to the language used to describe the current event and the people/citizens it impacts. Specifically, students will answer the question: what message is being conveyed about personhood, citizenship, and/or identity? Students will explain how issues of equity, diversity, and justice, such as citizenship, personhood, and difference are addressed in the media. Students will also propose a solution or intervention to apply their learning to contemporary issues in the world and use problem-solving skills. During week 12, students will hear from a panel of educators who are committed to social change in the areas of equity, diversity, and justice in education. Students will hear from and engage with educators who work toward educational justice and social change. In Assignment 5: Design Project and Presentation, students will design a project that focuses on topics/concepts/ideas from the course to highlight, analyze, complicate and act upon, equity, diversity, and justice in education. They will create an artifact that helps advocate for social change in education.

Distance Approval Cover Sheet
For Permanent DL/DH Approval

Course Number and Title: EDUTL 5005: Equity and Diversity in Education

Faculty Preparer Name and Email: Jenell Igeleke Penn; igelekepenn.1@osu.edu

Carmen Use

For more on use of Carmen: https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. YES Select

If no: Also, a master Carmen course exists to assist any new instructors in building and facilitating the course.

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. YES Select

Syllabus is consistent and is easy to understand from the student perspective.YES Select

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. YES Select

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. YES Select

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Regular instructor communications with the class via announcements or weekly check-ins

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☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

☐ Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
The course is organized in modules that include a variety of instructional content (readings, audio, video, etc.). Students post reading notes and extensions to a Carmen discussion board each week and response to a class mate. The instructor can also utilize tools such as Hypothesis to include visible, interactive opportunities for students to engage in content and with one another. Students will receive regular feedback on their assignments and have opportunities to meet one-on-one to discuss progress on final projects.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. YESSelect

Course tools promote learner engagement and active learning. YES Select

Technologies required in the course are current and readily obtainable. YES Select

Links are provided to privacy policies for all external tools required in the course.YES Select

Additional technology comments:
Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)
Modules, discussion boards, and Hypothesis readings are planned for asynchronous delivery. Zoom meetings and a virtual educator panel are planned for synchronous delivery. Students will present their final project via video asynchronously or schedule a time to present synchronously—this will be at the discretion of the instructor. For DH, students will engage in discussions and present their group projects and final projects in-person.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:
For the Current Event Analysis group assignment, there will be a group page created for each group so that students will have space to dialogue, post, and create together.

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation

Course credit hours align with estimated average weekly time to complete the course successfully. YES Select

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. YES Select

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Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
For Synchronous meetings:

- Preparation for course meeting (readings and assignments): 6 hours

- Meeting time during planned course time (one-on-one check-in, group work and virtual instruction): 2.5 hours

For asynchronous instruction:

- Preparation for course meeting (readings and assignments): 6 hours

- Crafting and posting discussion posts: 1 hour

- Responding to class mates: 30 minutes

- Reading checks or interactive recorded lectures: 30 minutes

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. YES Select

Accessibility

For tools and training on accessibility: Digital Accessibility Services

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. YES Select

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. YES Select

Description of any anticipated accommodation requests and how they have been/will be addressed. Students may need accomodations due to access to technology, disabilities, and/or mental/emotional health needs. These needs will be addressed on a case by case basis and in conjunction with any advocates or resources the students already have established. Instructors will work with SLDS, OIT, and academic advisors to ensure students' diverse needs are being met.

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: https://go.osu.edu/teaching-resources-academic-integrity

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: YES Select

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: YES Select

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Additional comments:
Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
Students will receive course information through the required textbook, scholary articles, videos (TED Talks and podcasts), recorded lectures, and live panels. If in a field placement, students will also be able to draw on those experiences and apply the course concepts to their reflections on their placements. Students can demonstrate their learning in a variety of ways (videos, essays, postings, class discussions. They will have the opportunity to apply course knowledge and skills to authentic real-workd tasks with the Current Event Analysis assignment and the final project, in which they create a real world artifact (teacher development workshop, lesson plan, teacher direct action plan, policy creation/change proposal, or creative work).

Community Building

For more information: https://teaching.resources.osu.edu/teaching-topics/student-interaction-online

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
Through regular discussions via Zoom and discussion posts, students will have the opportunities to interact with one another. With the first assignment, Who Are We paper, they will share personal stories with one another to learn from and bulid community amongst one another. The instructor will also hold office hours once a week to address any questions or issues that may arise.

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Transparency and Metacognitive Explanations

For more information: https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☒ Instructor explanations about the learning goals and overall design or organization of the course

☒ Context or rationale to explain the purpose and relevance of major tasks and assignments

☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

☒ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

☒ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

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Met	See Notes	Rubric Standards	QM Standard
		Heading of Syllabus • School/Academic Area • Course Number, Title, level, and credit hr. • Instructor Name • Instructor Contact Information • Office Hours (Location/Days/Times)	
		Description/Rationale • Is there a description of the course that explains the need for and purpose of the course?	QM 1.2
		Relationship to Other Courses/Curricula • Does the syllabus explain how this course relates to other courses in the curriculum? • Are the prerequisites and prerequisite knowledge requirements listed?	QM 1.6
		Learning Objectives • Are the course objectives listed? • Do the course objectives describe measurable outcomes? • Are the learning objectives are suited to the level of the course? • Are all course objectives are clearly stated? • Are all course objectives written from the learner's perspective? • Is the relationship between learning objectives and assignments or course activities clearly stated or marked?	QM 2.1 QM 2.3 QM 2.4 QM 2.5 QM 4.5
		Text/Reading List/Bibliography (Course Materials) • Is the purpose for instructional materials, and how they are to be used, clearly explained? • Are all materials appropriately cited? • Are all materials current? • Is the distinction between required and optional materials clearly explained?	QM 4.2 QM 4.3 QM 4.4 QM 4.6
		Course Evaluation/Assessments and Grading Policy • Are the Letter Grades/Grading Breakdowns included and clearly stated? • Is the Late Work policy included and clearly stated? • Are the assessments are explicitly connected to the course objectives? • Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies? • Are the assessment types varied? • Do the assessments build on one another and/or increase in complexity?	QM 3.1 QM 3.2 QM 3.4
		Assignment Descriptions • Are there clear instructions for how students can get started and where to find course components? • Are there detailed descriptions of all assignments with an explanation of how the work will be assessed? • Are the assignments tied to the grading policy?	QM 1.1 QM 3.3

Met	See Notes	Rubric Standards	QM Standard
		Communication and Course Policies • Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments? • Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)? • Is there a statement of online communication etiquette expectations (Netiquette)?	QM 1.3 QM 5.3 QM 5.4
		Technology • Are minimum technology requirements clearly stated and instructions provided for use? • Are the minimum technical skills for students clearly stated? • Is information about Technology Accessibility provided? • Is information about Technical Support offered along with links or instructions for how to access it?	QM 1.5 QM 1.7 QM 7.1 QM 8.2

		Institutional Policies
		• Does the syllabus contain all of the following policies?
		   • Academic Integrity
		   • Office of Disability Services Statement (Accessibility Accommodations)
		   • Title IX
		   • Grievances Statement
		   • Intellectual Property (Copyright Disclaimer)
		   • Mental Health Statement
		   • Diversity Statement
		Optional Statements:
		   • Trigger Warning
		   • Off-Campus Field Experiences
		The following polices can be links, rather than statements:
		   • Academic Support Services and Resources
		   • Explanation of how student support can help
			QM 1.4
			QM 7.2
			QM 7.3
			QM 7.4

		Topical Outline • Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)?	

		Any Applicable Appendices
		   • NCATE Standards
		   • ISLLC Standards
		   • Other
		   • Not Applicable	

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For more information visit www.qualitymatters.org or email info@qualitymatters.org

Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values ■ ■ ■

Standards | Status

Course Overview and Introduction

1.1 Instructions make clear how to get started and where to find various course components.
1.2 Learners are introduced to the purpose and structure of the course.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
* 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
1.7 Minimum technical skills expected of the learner are clearly stated.
1.8 The self-introduction by the instructor is appropriate and is available online.
1.9 Learners are asked to introduce themselves to the class.

Learning Objectives (Competencies)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
2.5 The learning objectives or competencies are suited to the level of the course.

Assessment and Measurement

3.1 The assessments measure the stated learning objectives or competencies.
3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
3.5 The course provides learners with multiple opportunities to track their learning progress.

Instructional Materials

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
4.3 All instructional materials used in the course are appropriately cited.
4.4 The instructional materials are current.
4.5 A variety of instructional materials is used in the course.
4.6 The distinction between required and optional materials is clearly explained.

Learner Activities and Learner Interaction

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
5.2 Learning activities provide opportunities for interaction that support active learning.
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.
5.4 The requirements for learner interaction are clearly stated.

Course Technology

6.1 The tools used in the course support the learning objectives and competencies.
6.2 Course tools promote learner engagement and active learning.
* 6.3 Technologies required in the course are readily obtainable.
6.4 The course technologies are current.
* 6.5 Links are provided to privacy policies for all external tools required in the course.

Learner Support

* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
* 7.2 Course instructions articulate or link to the institution's accessibility policies and services.
* 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.
* 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Accessibility and Usability

8.1 Course navigation facilitates ease of use.
* 8.2 Information is provided about the accessibility of all technologies required in the course.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability.
8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.