

## 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 request 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
<a href="#">Previous Value</a>	<a href="#">No</a>
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

**COURSE CHANGE REQUEST**  
5005 - Status: PENDING

Last Updated: Brown,Danielle Marie  
09/29/2021

**Attachments**

- GE\_EquityDiversity\_Syllabus\_2021\_0408.docx  
*(Syllabus. Owner: Eze,Maura Chinaelotam)*
- EDUTL 5005 GE Theme Submission Documentation (1).pdf: Expected learning outcomes form  
*(Other Supporting Documentation. Owner: Eze,Maura Chinaelotam)*
- 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)*

**Comments**

- The section regarding distance learning has been changed from 'No' to 'Yes' to reflect and address the comments.  
*(by Eze,Maura Chinaelotam on 09/09/2021 03:03 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://ascas.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	Eze,Maura Chinaelotam	04/12/2021 11:58 AM	Submitted for Approval
Approved	Eze,Maura Chinaelotam	04/12/2021 12:02 PM	Unit Approval
Revision Requested	Brown,Danielle Marie	04/13/2021 03:54 PM	College Approval
Submitted	Eze,Maura Chinaelotam	04/15/2021 08:02 AM	Submitted for Approval
Approved	Eze,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	Eze,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	Eze,Maura Chinaelotam	09/16/2021 10:02 AM	Unit Approval
Revision Requested	Brown,Danielle Marie	09/27/2021 11:26 AM	College Approval
Submitted	Eze,Maura Chinaelotam	09/27/2021 11:29 AM	Submitted for Approval
Approved	Eze,Maura Chinaelotam	09/27/2021 03:25 PM	Unit Approval
Approved	Brown,Danielle Marie	09/29/2021 09:20 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/29/2021 09:20 AM	ASCCAO Approval



# Equity and Diversity in Education

EDUTL 5005

## Course Information

- **Course times and location:** [example: “Wednesdays, 11:10 a.m.-12:55 p.m. plus weekly Carmen interaction”]
- **Credit hours:** 3

## Course Description

In centralizing educational equity and diversity in this course, we will examine:

- our individual and collective identities and social positionings,
- 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, and
- the interconnectedness of all the above.

Through this examination, teaching becomes part of the broader political project of identifying and eliminating oppression. 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 and educators in participating, reproducing, and disrupting social inequalities. Furthermore, in this course, we will examine how schools are sociopolitical spaces where hierarchies and social practices are reinforced through curriculum, policy, pedagogy, daily interaction, discipline, punishment.

## Learning Outcomes

By the end of this course, students should be able to do the following successfully:

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. Identify and articulate the impact of various level and forms of oppression on educators’ choices and actions in educational spaces.
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.

## 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.

## How This Course Works

**Mode of delivery:** In this course, we will have required sessions each week on [example: “Wednesdays from 10-11:50 a.m. in CL150”]. The remainder of your work will take place in Carmen throughout the week.

**Pace of activities:** This course is divided into **weekly modules** that are released either one week at a time or all at the same time, at the discretion of your instructor. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

**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: 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 and office hours: optional**  
All live, scheduled events for the course, including my office hours, are optional.

## Course Materials, Fees, and Technologies

### Required Textbooks

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

### 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](https://go.osu.edu/student-tech-access).

### Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) ([go.osu.edu/office365help](https://go.osu.edu/office365help)) help article for full instructions.

### CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) ([go.osu.edu/add-device](https://go.osu.edu/add-device)) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

### Technology Skills Needed for This Course

- Basic computer and web-browsing skills

- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

### Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)



## Grading and Faculty Response

### How Your Grade is Calculated

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
<b>TOTAL</b>	<b>100</b>

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.

See Course Schedule for due dates.

## Descriptions of Major Course Assignments

### Reading Notes and Extensions

**Description:** Each week, students will post reading notes to a group discussion page or online discussion tool on CARMEN [e.g., **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 [e.g., **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

**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, geographic location urban/rural, East/West Coast, suburban etc.) as you see fit in your story. **The central question to this story is: How have our social identities influenced or played a role in our lived experiences?**

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

**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 students' final project.

### Assignment 3: Current Event Analysis

**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, and 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

**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

**Description:** Working individually, choose one of five project options to demonstrate how your notions of equity and diversity in education have been challenged and/or developed by this course. Each project is comprised of a description, artifact, and presentation. Your project should focus on topics/concepts/ideas from the course to highlight, analyze, complicate and act upon, equity and diversity 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 and diversity in education

#### *Project Options*

1. Lesson Plan: Create a grade-appropriate one-day lesson plan that can be implemented in your 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. Teacher 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. Teacher Direct Action Plan: Create a direct-action plan for educators 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
    - 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.
    - 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
<p><b>Presentation</b></p> <p>1. Cultivate and maintain an inclusive learning environment based on community agreements and mutual respect.</p> <p>GE 1.2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen</p>	<p>Presentation <b>utilizes format, skills and dispositions</b> that <b>significantly engage</b> classmates.</p> <p>Student takes into consideration <b>various needs</b> of classmates.</p> <p>Student engages with the classmates according to <b>all</b> of the community agreements.</p>	<p>Presentation <b>utilizes format, skills and dispositions</b> that <b>engage</b> classmates.</p> <p>Student takes into consideration <b>various needs</b> of classmates.</p> <p>Student engages with the classmates according to <b>all</b> of the community agreements.</p>	<p>Presentation <b>utilizes format, skills or dispositions</b> that <b>engage</b> classmates.</p> <p>Student takes into consideration <b>some of the needs</b> of classmates.</p> <p>Student engages with the classmates according to <b>some</b> of the community agreements.</p>	<p>Presentation <b>does not engage</b> classmates.</p> <p>Student does not take into consideration the needs of classmates.</p> <p>Student does not engage with the classmates according to all of the community agreements.</p>
<p><b>Description</b></p> <p>4. Identify and articulate the impact of various level and forms of oppression on educators' choices and actions in educational spaces.</p> <p>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.</p>	<p>Identifies and describes <b>3 course concepts</b> related to equity and diversity in education.</p> <p>Explains how <b>each of these concepts</b> challenge or impact deficit perceptions of various identities and communities.</p>	<p>Identifies and describes <b>3 course concepts</b> related to equity and diversity in education.</p> <p>Explains how <b>at least one of these concepts</b> challenges or impacts deficit perceptions of various identities and communities.</p>	<p>Identifies and describes <b>3 course concepts</b> related to equity and diversity in education.</p>	<p>Identifies and describes <b>1 course concepts</b> related to equity and diversity in education.</p>

<p>3. Examine their own individual and collective identities and multiple positions within systems of inequality.</p> <p>GE 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Student explains their <b>personal growth</b> over the course of the class and identifies <b>2 goals</b> for continuing growth.</p> <p>Explains how artifact <b>effectively addresses inequities</b> in education and <b>potential limitations</b> of artifact.</p>	<p>Student explains their <b>personal growth</b> over the course of the class and identifies <b>1 goal</b> for continuing growth.</p> <p>Explains how artifact <b>addresses inequities</b> in education and <b>potential limitations</b> of artifact.</p>	<p>Student explains their <b>personal growth</b> over the course of the class and identifies <b>1 goal</b> for continuing growth.</p> <p>Attempts to explain how artifact addresses inequities in education but <b>does not address potential limitations</b> of artifact.</p>	<p>Explains student's <b>personal growth</b> but does not identify a goal.</p> <p>Does not explain how artifact addresses inequities in education or potential limitations of artifact.</p>
<p><b>Artifact</b></p> <p>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.</p> <p>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.</p>	<p>Artifact demonstrates an <b>advanced, complex understanding</b> of structural and systemic inequities in educational spaces.</p> <p><b>AND</b></p> <p>Artifact <b>works toward</b> social change.</p>	<p>Artifact demonstrates a <b>detailed understanding</b> of structural and systemic inequities in educational spaces.</p> <p><b>AND</b></p> <p>Artifact <b>works toward</b> social change.</p>	<p>Artifact demonstrates a <b>limited understanding</b> of structural and systemic inequities in educational spaces.</p> <p><b>OR</b></p> <p>Artifact <b>attempts</b> to advocate toward social change.</p>	<p>Artifact demonstrates a <b>very limited understanding</b> of structural and systemic inequities in educational spaces.</p> <p><b>AND</b></p> <p>Artifact <b>does not</b> work toward social change.</p>

## Participation

**Description:** During in-class or synchronous virtual sessions, engage in and contribute to class discussions and activities.

## Late Assignments

Late submissions will not be accepted. Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

## Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

### Grading Scale

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

## Other Course Policies

### 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.

### Discussion and Communication Guidelines

[Example: 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. A more conversational tone 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. I will provide specific guidance for discussions on controversial or personal topics.
- **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:** 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](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

### Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity.

### Ohio State's Academic Integrity Policy

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](https://studentconduct.osu.edu) (studentconduct.osu.edu), 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:

- [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

### Copyright for Instructional Materials

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.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Accessibility Accommodations for Students with Disabilities

### Requesting 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. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

### Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

### Accessibility of Course Technology

This course requires use of CarmenCanvas (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 as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

## Course Schedule

This schedule is subject to change. Refer to the CarmenCanvas course for up-to-date due dates.

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	
2		Engaging Constructively  Critical Thinking and Critical Theory	1, 2, 3, 5 GE 1.1, 1.2	Is Everyone Really Equal (IERE) Ch. 1 & 2  Optional Readings on CarmenCanvas	Introduction Survey  Reading Notes & Extensions
3		Race and Social Identities	1, 2, 3, GE 1.1, 1.2, 2.1	<a href="#">How I Learned to Stop Worrying and Learned to Love Discussing Race</a> (Smooth)  <a href="#">RACE- The Power of an Illusion: How the Racial Wealth Gap Was Created</a> (California Newsreel)  <a href="#">Social Identities and Systems of Oppression</a> (National Museum of African American History & Culture)  Optional Readings on CarmenCanvas	<b>Assignment 1: Who We Are Story</b>  Reading Notes & Extensions
4		Socialization & The Stories We Tell	1, 2, 3, 5 GE 1.1, 1.2, 2.1	IERE Ch. 3 & 4  Optional Readings on CarmenCanvas	Reading Notes & Extensions
5		Socialization & The Things We Do	1, 2, 4, 5 GE 2.1, 2.2	The Idea of America (Jones)  I Won't Learn from You (Kohl)  Optional Readings on CarmenCanvas	Reading Notes & Extensions
6		Power, Privilege, and Oppression	1, 2, 5 GE 2.1, 2.2	IERE CH. 5 & 6  Optional Readings on CarmenCanvas	<b>Assignment 2: Final Project Proposal</b>  Reading Notes & Extensions
7		Systemic Oppression	1, 2, 4, 5 GE 1.1, 2.1, 2.2	IERE 7, 8, & 9  Optional Readings on CarmenCanvas	Reading Notes & Extensions
8		Intersectionality	1, 2, 3, 5 GE 1.1, 2.1, 2.2	IERE Ch. 10  <a href="#">Crenshaw WoW Conference Speech</a>	<b>Assignment 3: Current Events Analysis</b>  Reading Notes & Extensions
9		Equity, Allyship, and Action	1, 2, 4, 5 GE 1.1, 2.1	IERE Ch. 11 & 12  <a href="#">Equity vs Equality</a> (Gardner)  <a href="#">Equity vs Equality</a> (Cultural Organizing)	Reading Notes & Extensions

10		Equity & Education: The Impact of Discipline Policies & Trauma	1, 2, 4, 5 GE 1.2, 2.2	Show Us the Love (Johnson, Bryan, and Boutte)  Choose 2 content/grade specific articles on CarmenCanvas	Reading Notes & Extensions
11		Equity & Education: The Impact of Inclusive Curricula and Abolitionist Teaching	1, 2, 4, 5 GE 1.2, 2.2	Reciprocal Love (Jackson, Sealy-Ruiz, and Watson)  Choose 2 content/grade specific articles on CarmenCanvas	Reading Notes & Extensions
12		<b>Educator Panel</b>	1, 4, 5 GE 2.1, 2.2	TBA	<b>Assignment 4: Reflection Essay or Video</b>
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	<b>Assignment 5: Equity &amp; Diversity Design Project and Presentation</b>
15		Projects and Presentations	1, 2, 3, 4, 5 GE 1.1, 1.2, 2.1, 2.2	Present outcomes from Assignment 5	<b>Assignment 5: Equity &amp; Diversity Design Project and Presentation</b>

*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).*

[\*12 sessions plus a final session are scheduled to allow for holidays and breaks in AU and SP semesters]

Met	See Notes	Rubric Standards	QM Standard
		<p data-bbox="334 184 607 218">Heading of Syllabus</p> <ul data-bbox="383 226 927 401" style="list-style-type: none"> <li data-bbox="383 226 699 260">• School/Academic Area</li> <li data-bbox="383 262 927 296">• Course Number, Title, level, and credit hr.</li> <li data-bbox="383 298 626 331">• Instructor Name</li> <li data-bbox="383 333 797 367">• Instructor Contact Information</li> <li data-bbox="383 369 854 401">• Office Hours (Location/Days/Times)</li> </ul>	
		<p data-bbox="334 411 639 445">Description/Rationale</p> <ul data-bbox="383 453 1346 522" style="list-style-type: none"> <li data-bbox="383 453 1346 522">• Is there a description of the course that explains the need for and purpose of the course?</li> </ul>	QM 1.2
		<p data-bbox="334 533 886 567">Relationship to Other Courses/Curricula</p> <ul data-bbox="383 575 1289 678" style="list-style-type: none"> <li data-bbox="383 575 1289 644">• Does the syllabus explain how this course relates to other courses in the curriculum?</li> <li data-bbox="383 646 1273 678">• Are the prerequisites and prerequisite knowledge requirements listed?</li> </ul>	QM 1.6
		<p data-bbox="334 688 610 722">Learning Objectives</p> <ul data-bbox="383 730 1308 984" style="list-style-type: none"> <li data-bbox="383 730 818 764">• Are the course objectives listed?</li> <li data-bbox="383 766 1114 800">• Do the course objectives describe measurable outcomes?</li> <li data-bbox="383 802 1192 835">• Are the learning objectives are suited to the level of the course?</li> <li data-bbox="383 837 943 871">• Are all course objectives are clearly stated?</li> <li data-bbox="383 873 1192 907">• Are all course objectives written from the learner’s perspective?</li> <li data-bbox="383 909 1308 984">• Is the relationship between learning objectives and assignments or course activities clearly stated or marked?</li> </ul>	QM 2.1 QM 2.3 QM 2.4 QM 2.5 QM 4.5
		<p data-bbox="334 995 1024 1029">Text/Reading List/Bibliography (Course Materials)</p> <ul data-bbox="383 1037 1362 1215" style="list-style-type: none"> <li data-bbox="383 1037 1362 1106">• Is the purpose for instructional materials, and how they are to be used, clearly explained?</li> <li data-bbox="383 1108 870 1142">• Are all materials appropriately cited?</li> <li data-bbox="383 1144 732 1178">• Are all materials current?</li> <li data-bbox="383 1180 1341 1215">• Is the distinction between required and optional materials clearly explained?</li> </ul>	QM 4.2 QM 4.3 QM 4.4 QM 4.6
		<p data-bbox="334 1226 1040 1260">Course Evaluation/Assessments and Grading Policy</p> <ul data-bbox="383 1268 1289 1522" style="list-style-type: none"> <li data-bbox="383 1268 1284 1302">• Are the Letter Grades/Grading Breakdowns included and clearly stated?</li> <li data-bbox="383 1304 1040 1337">• Is the Late Work policy included and clearly stated?</li> <li data-bbox="383 1339 1268 1373">• Are the assessments are explicitly connected to the course objectives?</li> <li data-bbox="383 1375 1289 1444">• Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies?</li> <li data-bbox="383 1446 829 1480">• Are the assessment types varied?</li> <li data-bbox="383 1482 1292 1522">• Do the assessments build on one another and/or increase in complexity?</li> </ul>	QM 3.1 QM 3.2 QM 3.4
		<p data-bbox="334 1533 680 1566">Assignment Descriptions</p> <ul data-bbox="383 1575 1349 1753" style="list-style-type: none"> <li data-bbox="383 1575 1317 1644">• Are there clear instructions for how students can get started and where to find course components?</li> <li data-bbox="383 1646 1349 1715">• Are there detailed descriptions of all assignments with an explanation of how the work will be assessed?</li> <li data-bbox="383 1717 989 1753">• Are the assignments tied to the grading policy?</li> </ul>	QM 1.1 QM 3.3

Met	See Notes	Rubric Standards	QM Standard
		<p><b>Communication and Course Policies</b></p> <ul style="list-style-type: none"> <li>• Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments?</li> <li>• Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)?</li> <li>• Is there a statement of online communication etiquette expectations (Netiquette)?</li> </ul>	<p>QM 1.3 QM 5.3 QM 5.4</p>
		<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Are minimum technology requirements clearly stated and instructions provided for use?</li> <li>• Are the minimum technical skills for students clearly stated?</li> <li>• Is information about Technology Accessibility provided?</li> <li>• Is information about Technical Support offered along with links or instructions for how to access it?</li> </ul>	<p>QM 1.5 QM 1.7 QM 7.1 QM 8.2</p>
		<p><b>Institutional Policies</b></p> <ul style="list-style-type: none"> <li>• Does the syllabus contain all of the following policies? <ul style="list-style-type: none"> <li>• Academic Integrity</li> <li>• Office of Disability Services Statement (Accessibility Accommodations)</li> <li>• Title IX</li> <li>• Grievances Statement</li> <li>• Intellectual Property (Copyright Disclaimer)</li> <li>• Mental Health Statement</li> <li>• Diversity Statement</li> </ul> </li> </ul> <p><b>Optional Statements:</b></p> <ul style="list-style-type: none"> <li>• Trigger Warning</li> <li>• Off-Campus Field Experiences</li> </ul> <p><b>The following polices can be links, rather than statements:</b></p> <ul style="list-style-type: none"> <li>• Academic Support Services and Resources</li> <li>• Explanation of how student support can help</li> </ul>	<p>QM 1.4 QM 7.2 QM 7.3 QM 7.4</p>
		<p><b>Topical Outline</b></p> <ul style="list-style-type: none"> <li>• Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)?</li> </ul>	
		<p><b>Any Applicable Appendices</b></p> <ul style="list-style-type: none"> <li>• NCATE Standards</li> <li>• ISLLC Standards</li> <li>• Other</li> <li>• Not Applicable</li> </ul>	



## 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.**



Met	See Notes	Rubric Standards	QM Standard
		<b>Heading of Syllabus</b> <ul style="list-style-type: none"> <li>School/Academic Area</li> <li>Course Number, Title, level, and credit hr.</li> <li>Instructor Name</li> <li>Instructor Contact Information</li> <li>Office Hours (Location/Days/Times)</li> </ul>	
		<b>Description/Rationale</b> <ul style="list-style-type: none"> <li>Is there a description of the course that explains the need for and purpose of the course?</li> </ul>	QM 1.2
		<b>Relationship to Other Courses/Curricula</b> <ul style="list-style-type: none"> <li>Does the syllabus explain how this course relates to other courses in the curriculum?</li> <li>Are the prerequisites and prerequisite knowledge requirements listed?</li> </ul>	QM 1.6
		<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Are the course objectives listed?</li> <li>Do the course objectives describe measurable outcomes?</li> <li>Are the learning objectives are suited to the level of the course?</li> <li>Are all course objectives are clearly stated?</li> <li>Are all course objectives written from the learner's perspective?</li> <li>Is the relationship between learning objectives and assignments or course activities clearly stated or marked?</li> </ul>	QM 2.1 QM 2.3 QM 2.4 QM 2.5 QM 4.5
		<b>Text/Reading List/Bibliography (Course Materials)</b> <ul style="list-style-type: none"> <li>Is the purpose for instructional materials, and how they are to be used, clearly explained?</li> <li>Are all materials appropriately cited?</li> <li>Are all materials current?</li> <li>Is the distinction between required and optional materials clearly explained?</li> </ul>	QM 4.2 QM 4.3 QM 4.4 QM 4.6
		<b>Course Evaluation/Assessments and Grading Policy</b> <ul style="list-style-type: none"> <li>Are the Letter Grades/Grading Breakdowns included and clearly stated?</li> <li>Is the Late Work policy included and clearly stated?</li> <li>Are the assessments are explicitly connected to the course objectives?</li> <li>Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies?</li> <li>Are the assessment types varied?</li> <li>Do the assessments build on one another and/or increase in complexity?</li> </ul>	QM 3.1 QM 3.2 QM 3.4
		<b>Assignment Descriptions</b> <ul style="list-style-type: none"> <li>Are there clear instructions for how students can get started and where to find course components?</li> <li>Are there detailed descriptions of all assignments with an explanation of how the work will be assessed?</li> <li>Are the assignments tied to the grading policy?</li> </ul>	QM 1.1 QM 3.3

Met	See Notes	Rubric Standards	QM Standard
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		<p><b>Communication and Course Policies</b></p> <ul style="list-style-type: none"> <li>• Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments?</li> <li>• Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)?</li> <li>• Is there a statement of online communication etiquette expectations (Netiquette)?</li> </ul>	<p>QM 1.3 QM 5.3 QM 5.4</p>
		<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Are minimum technology requirements clearly stated and instructions provided for use?</li> <li>• Are the minimum technical skills for students clearly stated?</li> <li>• Is information about Technology Accessibility provided?</li> <li>• Is information about Technical Support offered along with links or instructions for how to access it?</li> </ul>	<p>QM 1.5 QM 1.7 QM 7.1 QM 8.2</p>
		<p><b>Institutional Policies</b></p> <ul style="list-style-type: none"> <li>• Does the syllabus contain all of the following policies?</li> <li>• Academic Integrity</li> <li>• Office of Disability Services Statement (Accessibility Accommodations)</li> <li>• Title IX</li> <li>• Grievances Statement</li> <li>• Intellectual Property (Copyright Disclaimer)</li> <li>• Mental Health Statement</li> <li>• Diversity Statement <b>Optional Statements:</b></li> <li>• Trigger Warning</li> <li>• Off-Campus Field Experiences</li> </ul> <p><b>The following polices can be links, rather than statements:</b></p> <ul style="list-style-type: none"> <li>• Academic Support Services and Resources</li> <li>• Explanation of how student support can help</li> </ul>	<p>QM 1.4 QM 7.2 QM 7.3 QM 7.4</p>
		<p><b>Topical Outline</b></p> <ul style="list-style-type: none"> <li>• Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)?</li> </ul>	
		<p><b>Any Applicable Appendices</b></p> <ul style="list-style-type: none"> <li>• NCATE Standards</li> <li>• ISLLC Standards</li> <li>• Other</li> <li>• Not Applicable</li> </ul>	

**Course** 1.1 Instructions make clear how to get started and where to find various course components.

**Overview** 1.2 Learners are introduced to the purpose and structure of the course.

**and** 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated. **Introduction** 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.



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

status

### Standards

**Assessment** 3.1 The assessments measure the stated learning objectives or competencies. **and** 3.2 The course grading policy is stated clearly.

**Measurement** 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.

**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.

**Learner** 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

**Activities and** 5.2 Learning activities provide opportunities for interaction that support active learning.

**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** 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly

**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.

stated. **Interaction** 5.4 The requirements for learner interaction are clearly stated.

**Learner** \* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

**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.

**Support** \* 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.

**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.**

# 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 seeking 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
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## 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)

<p>This course represents an advanced study of equity and diversity 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, <i>Is Everyone Really Equal</i> (Sensoy and DiAngelo, 2017), various peer-reviewed research articles, articles and videos published on popular platforms, such as TED and Medium, and texts students themselves contribute to the course as well.</p>
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**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 (Identify and articulate the impact of various level and forms of oppression on educators' choices and actions in educational spaces), and 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.).

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 online discussion posts students will have the opportunity to practice maintaining the learning environment. Students will have the opportunity to share their insights, reflections, question, 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, power, oppression, allyship, intersectionality, and much more.

**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 and diversity as it relates to educational spaces and their own roles as educators. In Assignment 1: Who Are We Story, students will construct a story that explores how their social identities have influenced their lived experiences. 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 educators. 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 and diversity 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.

**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: 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. 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: Learning 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 and diversity in education through reflection, conversation with other students, and extensions/connections. 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. 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. They will need to apply these knowledges and dispositions when engaging in conversations around complex topics with one another. 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. 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 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 it means to love one's students and their cultures 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. In Assignment 1: Who We Are Story, students will examine their own and their classmates' expressions of diversity and equity through an examination of their own social identities and lived experiences. 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. During week 12, students will hear from a panel of educators who are committed to social change in the areas of equity and diversity 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 and diversity in education. By designing this artifact, students will need to explore expressions of diversity and equity. 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, sexuality, gender, ethnicity, language, etc.) intersect to compound privileges or oppressions. 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. Students will explain how issues of equity and diversity, such as justice 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 and diversity 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 and diversity in education. They will create an artifact that helps advocate for social change in education.