COURSE TITLE: Diversity, Equity, Inclusion, Accessibility & Justice in Education

Prefix: EDD 701

CATALOG DESCRIPTION:
This course is designed to engage students in reflection and critique of theoretical approaches dealing with cross-cultural education that promote equity and social justice within educational settings and society. Using diverse and conflicting perspectives, students will gain a greater understanding of challenges and opportunities that align theory and practice with a focus on diversity, equity, inclusion, accessibility, and justice. Students will engage in personal examination of the complexity of views and perceptions as educational leaders in super diverse societies.

CORE ELEMENTS:
Diversity and Equity, Facilitation of Collaborative Change, School and Campus Cultures, Professional Practice

PROGRAM STUDENT LEARNING OUTCOMES INTRODUCED AND PRACTICED:
1. Apply knowledge of equity, ethics, and social justice to bring about solutions to complex problems of practice by addressing issues of diversity, equity, and opportunity, including attention to special populations.

2. Apply modern theories of management of complex organizations to education by constructing and applying knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

3. Develop and demonstrate effective collaboration and communication skills to work with diverse communities and to build partnerships, by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.

STUDENT LEARNING OUTCOMES:

Upon completing this course, students will be able to critically examine and discuss systems to identify systemic oppressions, including but not limited to institutional racism and ableism for minoritized and historically under-represented groups:

1. Analyze and discuss relevant theoretical approaches and current perspectives on diversity and cross-cultural education.
2. Describe expanding views at the forefront of recent discourse on intersecting identities.
3. Evaluate educational change, action, and critical need to focus on educational inequities in diverse communities.
4. Analyze the relationship between theory and practice to promote equitable and just outcomes.

5. Examine their own theoretical perspectives, and critically reflect on and analyze how to advocate for and address diversity, equity and accessibility issues in their roles as educational leaders.

COURSE OUTLINE (modules are instructional units, not time units) (SLO #):

Module 1: Cross-cultural and multicultural education (SLO 1)
Module 2: Diversity, equity, inclusion and accessibility in education (SLO 1, 2)
Module 3: Relevant theoretical approaches (SLO 1, 2, 3)
Module 3: Critical analysis of inequitable educational practices (SLO 1, 2, 5)
Module 4: Racial and Social Justice in educational leadership (SLO 4, 5)
Module 5: Self-examination of theoretical frameworks and application in practice (SLO 5)

The following assignments are required to fulfill the requirements of this course. Instructions and scoring criteria are provided in the course. Please contact me if you have any questions.

1. **Summer Residency face to face (100 points)**
   - We will meet face to face during 2023 summer residency (TBD). You will earn points for prepared and engaged participation.

   Synchronous Zoom sessions (100 points)

   - We will meet via Zoom for two sessions during 2023 summer (TBD). You will earn points for prepared and engaged participation.

2. **Theoretical Reflections (400 points)**
   - Because cross-cultural theory is a multidisciplinary endeavor, we will be reading contemporary racial and cultural scholarship from different areas of interest and with complex theoretical frameworks. Given the range of fields covered, it is important that you **read at least 5** of the articles, and write theoretical reflections on at least 3 of them (300 points, 100 points each). The reflections should be approximately 750 words each and include:
   (a) a summary of our understanding of the theoretical framework,

   (b) your understanding of the key points, and how they apply to student learning, and/or leadership development, and

   (c) how this applies to you as a person, professional, and/or leader.

   (d) (requirement) Must end with asking at least one comprehensive critical question by which to engage in group discussion.

   You will also need to post your reflections on Canvas discussion boards, and **comment on at least 2** theoretical reflections from other classmates (100 points). The reflection responses should be professional, inquisitive, respectful, and comprehensive. Please respond to reflections of articles for which you <u>did not</u> do a critical reflection. Please respond to the critical question that is posted by the reflection writer.

3. **Autoethnographic Video (300 points)**

- Each student will narrative an 8 to 10-minute video. The video topic should be about your leadership path, and the cultural value and significance of your path to education. The video can include some discussion of theory, but mostly it should be about how theory applies to you as a cultured educational leader. The video can cite research, but should mostly apply research to understand your path. The video can include your educational history, but should not be purely an autobiographical account that is devoid of your leadership path.

- **The video will require a complete and thorough examination of yourself, your schooling history, and/or your path to educational leadership as you select and focus on your topic for the video.** Please examine the last 20+ years of your schooling in the search for your topic. You can go back as far as you would like –kindergarten, or as far back as your parents and grandparents' education. You decide how far back you go historically, but it should all relate to and explain who you are and your education history of leadership. In the selection of your topic, ask yourself, *How does all this relate to me as a cultured leader in education?*

- **The "data" for your video can include photographs, and interview with family, colleagues, and friends.** You may need to go into your yearbooks, photo albums, and family photos to find and document your culture and your history of leadership. You can also go out with a camera and try to capture your culture and history of leadership. You can focus on one, or various aspects of your culture (e.g., race/ethnicity, gender, class, physical ability, etc.). You can narrative the video to tell us your history through interviews and photos, and you can also tell us what we don't see in photos or hear in the interviews. You also need to connect your education history and culture to the contexts of the schooling enterprise –your schools, your teachers, your classmates, the curriculum, your employment, etc.

- **In relation to school culture, you can talk about and explicate the influence of your teachers, mentors, classmates, and schools in making you a leader grounded in her/his cultural identity.** You can also share about the influence of the curriculum in grounding you in your cultural identity and leading you towards the path of educational leadership.

- **Essentially, explain how the schooling enterprise has made you who you are today as a leader that is grounded in his/her cultural identity.** But, of course, the topic of your video, and what you narrative and show us in the video needs to answer the question of who you are as a leader, and how is your cultural identity a part of your leadership.

- **Finally, your video should be of high quality.** This means that you may need to go investigate resources and software to help you make your video. Perhaps it's an app on your i-phone, or perhaps you have access to a video camera. Perhaps you have to leave video editing software. The expectations are for a video that is about 8 to 10 minutes. If you need more than 10 minutes, you will have to consult with the professor and get approval. If your video is less than 8 minutes, you'll also need to get approval.

3. Autographic Video Zoom Presentation (100 points)

- Prior to sharing your video, you will need to upload it to YouTube, and make sure others are able to access it through the web address that you provide. Once the video is uploaded to the Canvas assignment tab and access tested, you will also share your YouTube link web address of the video here, so it can be viewed during the Zoom presentation session.

You will share your video with your classmates. This should be a video of high quality. Also, consider:

- **Integration:** How has this video presentation helped you become better informed about diversity, your culture, and you as an educational leader?
- **Limitations.** Were there any limitations in collecting your data? (e.g., not having complete access, difficulties with technology, difficulties writing about yourself/your family, etc.)
- **Use of technology.** Is technology used wisely? Is the text presented clear? Are photos presented clear and of high quality? Are the slides and/or video not overly filled with text when text is presented? Are the graphics and pictures sufficient, but not overly done? Is the video of high quality?

Course Structure:

- We will meet during summer residency week on(?). In addition, we will meet via Zoom for synchronous meetings on (?) from 7-8:30PM on the following dates (TBD). Zoom meetings will be recorded and posted for students who are not able to attend the synchronous meetings. Students who are not able to attend the synchronous meeting will be required to complete a Zoom alternative assignment.

- The EDD 701 course starts during 2023 Summer Residency. It is organized in Modules, including two (2) Zoom sessions.

- New modules start on Friday at 5:00PM, assignments are due on Sundays at 11:59PM PST.

Required Materials:

All required readings are available through the Canvas course.See list below.

How to Access our Course and Get Started:

- Log into MyCI: http://myci.csuci.edu
- Click on CI Learn
- Under "My Courses," locate our course and click on it.
- This will take you to the course home page. View the announcement on the homepage and proceed to the "Start Here" area.

REFERENCES

Required readings available electronically:

Brayboy, B. M. J. (2021). Tribal critical race theory: An origin story and future directions. In *Handbook of critical race theory in education* (pp. 191-202). Routledge.

Cabrera, N. L. (2017). White Immunity. *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*, *3*(1), 78-90.

Delgado, R., & Stefancic, J. (2023). *Critical race theory: An introduction* (Vol. 87). NYU press.

DiAngelo, R. (2018). White fragility: Why it's so hard for white people to talk about racism. Beacon Press.

Evans-Winters, V. E., & Esposito, J. (2010). Other people's daughters: Critical race feminism and Black girls' education. *The Journal of Educational Foundations*, *24*(1/2), 11-24.

Gillborn, D. (2015). Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education. *Qualitative inquiry*, *21*(3), 277-287.

Goodley, D. (2017). *Disability Studies: An Interdisciplinary Introduction*. SAGE Publications Ltd.

González, N., Moll, L. C., & Amanti, C. (Eds.). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.

Nagoshi, J., Nagoshi, C. T., & Pillai, V. K. (2022). Transgender Theory Revisited: Current Applications to Transgender Issues. *Current Opinion in Psychology*, 101546.

Kendi, I. X. (2023). *How to be an antiracist*. One world.

Kiyama, J. M. (2010). College aspirations and limitations: The role of educational ideologies and funds of knowledge in Mexican American families. *American Educational Research Journal*, *47*(2), 330-356.

McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10-12.

Sensoy, Ö., & DiAngelo, R. (2021). Understanding the Structural Nature of Oppression Through Racism. *Transforming Multicultural Education Policy and Practice: Expanding Educational Opportunity*, 55.

Schniedewind, N. (2005). "There ain't no White people here!": The transforming impact of teachers' racial consciousness on students and schools. *Equity & Excellence in Education*, *38*(4), 280-289.

Taylor, E., Gillborn, D., & Ladson-Billings, G. (Eds.). (2023). *Foundations of critical race theory in education*. Taylor & Francis.

Teranishi, R. T., Behringer, L. B., Grey, E. A., & Parker, T. L. (2009). Critical race theory and research on Asian Americans and Pacific Islanders in higher education. *New Directions for Institutional Research, 142*, 57-68.

Wilcox, M. M., Franks, D. N., & Cody, C. (2020). McIntosh, Peggy. In *Encyclopedia of Critical Whiteness Studies in Education* (pp. 384-392). Brill.

Young, E. (2010). Challenges to conceptualizing and actualizing culturally relevant pedagogy: How viable is the theory in classroom practice? *Journal of Teacher Education, 61*(3), 248-260.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education, 8*(1), 69-91.

ALIGNMENT WITH CPED AND PROGRAM OUTCOMES

https://www.cpedinitiative.org/the-framework

Course and University Policies

Attend Class

Students are expected to attend class and complete all class Modules as listed on the course Weekly Outline (linked in Canvas). In the event of work conflicts, inform me before the class session, get notes from a colleague, but turn in assignments as indicated on the syllabus. I will not meet with Candidates about missed content.

Engage with the course material

The CSU policy calculates a 3-unit class as *3 hours a week of in-class time* plus *minimum of 6 hours weekly (9 recommended weekly), outside of the class session* on

- reading
- watching taped lectures which is a "flipped class" instructional model,
- completing assignments, and
- other preparation work completed by the students on their own for deep learning.

In order to keep up with and pass this class, these hours are factored for this course.

Participate

Complete Modules in the time frame given. Contribute to class and small group discussions. Present own work both formally in front of class and informally in discussions. Ask questions.

Build Rapport

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

Complete Assignments

All assignments for this course will be submitted electronically through CILearn unless otherwise instructed by the time Canvas closes. Assignments must be submitted by the given deadline. Extensions will <u>not</u> be given beyond the next assignment except under extenuating circumstances (refer to the University policy). Do not email assignments will be accepted.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Assignments can be late up to one week past the due date for -10% of the assignment points. No work is accepted one week past the due date.

Work Quality

All written assignments must be typed (12-point Times New Roman font), double-spaced when appropriate, and have 1" margins to receive consideration for full credit. All referenced works must be cited using the most current American Psychological Association 7 (APA 7th edition) style. Content and mechanics will be considered when grading written assignments. Refer to the rubric of the final analysis paper to see the breakdown of expectations.

It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Using the Graduate Writing Studio is highly recommended.

If an assignment needs to be re-submitted either as requested by the professor or asked by the candidate, 10% of the points will be reduced from the final points of an assignment.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the CSU Channel Islands Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

Incomplete Policy

Under emergency/special circumstances, Candidates may petition for an incomplete grade. An incomplete will only be assigned if the student meets the University's extenuating circumstance criterion. Note that an Incomplete grade may affect the Candidate's ability to enroll in the Comprehensive Exam course and will postpone a May graduation.

Inform Your Instructor of Any Accommodations Needed

Disability Statement: If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations & Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of need: **Apply for DASS Services.**

Faculty, Candidates and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Academic Dishonesty Policy

No exceptions or second chances for any academic dishonesty, including cheating, plagiarism, and other forms of academic dishonesty will result in academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Candidates office.

By enrolling at CSU Channel Islands, Candidates are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, Candidates, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the **Student Conduct Code**.

 If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Candidates office.

For additional information, please see the faculty **Academic Senate Policy on Academic Dishonesty**, also in the CI Catalog.

1. **Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It**

usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

6. The Academic Appeals Board shall consist of faculty and at least one student.

7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands; whose decision is final.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check CILearn for corrections or updates to the syllabus. Any changes will be posted in CILearn.

Communication Policy

Please email me your questions or concerns, annie.white@csuci.edu. I will respond within 3 business days, Monday-Friday. In your email subject line, include EDD 701 and a brief title of what the email is about. Refer to the Netiquette on other email policies.

Use problem solving—check Canvas announcements, due dates, and the syllabus for answers to logistical questions before emailing me. Consult the [technical support and troubleshooting](#) information for any technical issues you may encounter.

Late Work

Please pay close attention to deadlines—there will be no make-up assignments, or late work accepted without a serious and compelling reason per University policy and prior instructor approval, for -10%. To keep up in this class, it is in the students' best interest to follow the due dates. For an extenuating circumstance though such as illness or acquired disability, please contact me.

Online Etiquette

All learners in this course are expected to abide by our community ground rules and Netiquette, linked inCanvas Syllabus Module. Also refer to the Civil Discourse policy of the CI campus (below).

Civil Discourse

NOTE: I take this policy seriously and make no exceptions. I will have zero tolerance for deviations from a civil discourse.

Non-protected speech (meaning it is *not protected* under 1st Amendment) includes hate speech, obscenity, defamation, fraud, incitement, and threats. Symbolic speech--non-verbal speech such as symbols or gestures--is also *not* protected if it is hateful, threatening, obscene, or perceived as creating an unsafe/threatening learning environment by me or a student.

All Candidates, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to "engage in informed discourse and express a diversity of opinions freely and in a civil manner" (language from Academic Senate [Resolution SR 16-01Links to an external site.](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, Candidates whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action:

> Candidates that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Candidates office for further review and possible disciplinary action.

Title IX and Inclusion

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact **Title IX & Inclusion** at 805.437.2077.

Preferred Pronouns

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in **myCI Student Center**

Important Student Services

Digitally Accessible Course Materials--ALLY:

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all Candidates. You will now be able to **download most course files in the format that fits best with your learning needs**; PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit **Ally Support**.

Should you have any questions or experience issues while using ALLY, please contact Shared Services Solution Center at (805) 437-8552.

Send a screen shot of the problem you have!

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, check out **Campus Tutoring**.

Writing and Multi-literacy Center

o   **Make an appointment** with a Graduate Writing Tutor

Emergency Intervention and Basic Needs

If you face challenges securing food, housing, or other basic needs, you are not alone, and CSUCI wants to help during this time of crisis. One helpful resource is the community of staff available through the Basic Needs Program (BNP) located on the first floor of Arroyo Hall, Room 114. Students can call 805-437-2067, email basicneeds@csuci.edu, or drop in during open hours and talk with a BNP student assistant or professional staff member for resources, ideas, and strategies connected to basic needs challenges. Students can complete a referral form to request services for themselves or others by going to www.csuci.edu/basicneeds. The BNP is known for the Dolphin Pantry located at Arroyo Hall 114, but there are other resources available and staff who can help you work through housing insecurity or displacement as well as financial insecurity. Undergraduate students living in California are especially encouraged to explore CalFresh (grocery money each month for eligible students) as a resource. Domestic undergraduate students living in California are likely to be eligible for CalFresh and BNP staff are skilled with helping students navigate this process.

 Please also notify your instructor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist Candidates in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support.

CAPS can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit the CAPS website.

Multicultural Dream Center

Ask a Librarian

- **Direct Student Support for School of Education, Librarian Dr. Colleen Harris colleen.harris@csuci.edu**

    "The Library will offer 24/7 chat assistance via the Library's website, but please feel free to include my name and email address in your syllabi as a direct Library contact for students. Students can also make a research appointment with me; if no time on the calendar form suits, we can arrange one by email."

Library

Veterans Affairs