

NORTH DAKOTA STATE UNIVERSITY
EDUC 723: Diversity and Educational Policy
Course Syllabus – Summer 2013
3 Credit Hours; Thursdays, 4:30 – 6:50 p.m.

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Office Hours: Tuesdays & Thursday, 2:00p-4:00p;
Other Times by Appointment

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NDSU Bulletin Course Description

This course explores diversity in educational settings and investigates the purpose and implementation of educational policies related to access and services for diverse populations historically, presently, and in preparation for potential future needs.

Course Objectives

Upon successful completion of the course, students will be able to:

1. Understand and articulate a comprehensive definition of diversity;
2. Identify key issues related to the experiences of under-represented, diverse students attending educational institutions, including barriers to full participation in the educational system;
3. Identify key educational policies relevant to the expansion of access and services for under-represented populations; and
4. Critique the implementation of policies related to diverse populations within the educational system.

Course Materials

Textbooks (Required):

St. John, E. P., Daun-Barnett, N., & Moronski-Chapman, K. M. (2013). *Public policy and higher education: Reframing strategies for preparation, access, and college success*. New York, NY: Routledge.
Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Perseus Books Group.

Reference Materials (Recommended):

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: American Psychological Association.

Additional Readings:

The above texts are intended to provide an overview of the topics covered in the course. Supplemental readings will be assigned periodically, which will be posted on BlackBoard and may include recent research.

Style of Teaching

Conducted as a seminar course, most of the class sessions will be an in-depth discussion of the readings within the context of student and instructor research and practice, supplemented with individual and group

activities, both in and out of class. These discussions will be based on student-generated concerns and responses to focus questions developed by the instructor on the content of the course.

This course is structured so that you have the freedom to learn as deeply and as broadly as you choose. You will have an opportunity to continue to improve any professional product you are developing for this class. Negotiation for group work is welcomed, but must be pre-planned with the instructor and will entail additional requirements to ensure equal effort is required.

IVN Broadcast and Video Streaming

This course serves students across North Dakota, Minnesota, and beyond. Therefore, live videoconference connections (IVN) are provided to students in remote locations. By attending this course, students imply consent for their image and voice to be recorded and broadcast via IVN and online video-streaming for later playback. Class recordings are streamed live and will be maintained for at least one week. Recordings can be accessed online at <http://alt.ndus.edu/> under “Quick Links” and then “Streaming Link.” The password to access the course recordings will be provided by the instructor upon request. Use of class recordings are for the sole use of participants in this course and recordings should not be distributed in any format beyond course participants without consent of the instructor in accordance with the NDSU Student Handbook, guidelines for the use of intellectual property, and copyright law.

Those attending this class at an off-campus site are responsible for arriving at least 5 minutes before the start of class to participate in the technical roll call. This ensures equipment, audio, and video are functioning properly when class begins. Should you experience difficulties during the class, please call the host site at (701) 231-8523. You should also ensure that you know how to mute/unmute the microphone, maneuver the camera, and how to restart the equipment if asked to do so.

Course Website

A course website has been created on the Blackboard learning system. You can log in to Blackboard at: <http://bb.ndsu.nodak.edu>. The most current version of the course schedule will be maintained on this site, so it is important that you check the site regularly. You will also be responsible for announcements and assignments made available via Blackboard and will be required to submit assignments to this website for instructor feedback and grading. ***The instructor is only responsible for grading assignments that are submitted properly through the Blackboard digital drop box by the deadline listed in the syllabus.*** You will also be able to access a number of other potentially useful resources such as internet links, copies of course documents and other resources, and Tegrity class recordings.

Attendance and Participation

Attendance in doctoral-level courses in Education is considered a professional obligation, and thus is expected for each class session. Students are expected to notify the instructor of both expected and unexpected absences by the start of class. An essential part of attendance is completing all of the assigned readings and assignments ahead of time and taking good notes on the readings so that you are both willing and prepared to discuss ideas, methods, and results during class sessions.

When speaking in a class session, exchanges should be orderly, cooperative, and informed. Every student should be involved in class discussions, but no one individual may dominate any discussion. A student must contribute constructively to class discussion to receive a high course participation grade. In an effort to create a psychologically secure environment, students are expected to exhibit professional behavior and a scholarly disposition at all times. Discussions and questions are expected to take place in an atmosphere of

collegial exchanges. Teamwork and collegiality is a part of shared learning and is therefore expected in throughout the course.

Evaluation Procedures and Criteria

Students will be evaluated based upon their individual performance on the following areas:

Weekly Reflections (15 pts.)

Students will complete a reflection paper for each class period beginning in the second week that identifies areas of the assigned readings that are the most valuable (lessons), warrant further clarification (puzzles), and could be considered from differing perspectives (voice). Passages from the text or supplemental readings should be utilized to help frame these reflection papers. These will be typed (no more than one, double-spaced page each, or three pages in total) and turned in by the start of each class session for credit.

Format of Lessons: For each lesson learned, you should quote from the textbook or journal article the section of text that includes the lesson. In one or more paragraphs, you should discuss *in your own words* (1) why this lesson is the most important one gleaned from the material, (2) what that lesson means to you, *and* (3) *why that lesson is important to your field of study or practice*. Appropriate APA citation of quoted versus paraphrased material must be used.

Format of Puzzles: For each puzzle, you must identify (1) pertinent issues omitted by the authors, (2) key research remaining to be done, *or* (3) concepts or methodologies that require clarification not included in the textbook or journal article.

Format of Voices: For each voice, you must consider course readings and discussions from the vantage point (or voice) of another individual who comes from a background different from your own as a means to more fully explore your own beliefs and views as well as those of others. For each voice entry, you must identify (1) the perspective, (2) how it differs from your own, *and* (3) how it changes your own perspective. To make this experience meaningful, you are expected to adopt one and only one alternate voice at the beginning of the semester that will be explored throughout the entire semester.

I Am From Poems & Reflection (5 pts. each; 15 pts. total)

Students will complete two “I Am From” poems during the course. The first poem will be created at the beginning of the semester as a way to introduce yourself to your fellow classmates and the instructors and will help you explore your subjective worldview as it is influenced by your personal background and experiences. This personal poem will be started during the first class session and a completed version is due by 4:30 p.m. on Thursday, June 6th.

The second poem will be created to represent the voice that was chosen for the weekly reflection papers during the semester. This poem should serve to introduce your alternate voice using background experiences that could lead to a different subjective worldview than your own. In addition to the second poem, students are expected to complete a short reflective paper that describes what your initial voice tells the reader about them, how the personal poem might be revised or extended upon completing the course, how the second poem represents the chosen voice, and what limitations exist in truly understanding and experiencing this assumed voice based upon the student’s own subjective experience. The second poem and reflection paper is due no later than 4:30 p.m. on Thursday, August 1st.

Issue Paper (20 pts.)

Students will thoroughly research a current or ongoing issue related to diversity in higher education, K-12 education, or non-formal educational settings as appropriate to their degree program. The issues paper shall

have a minimum of ten cited references that support the paper, and the following outline is suggested to structure your paper:

1. *Introduction:* What is the issue and why is it an issue?
2. *Background:* Historical and contextual description of how it has become an issue.
3. *Literature Review:* What do current authors say about this issue and what are the expected consequences if the issue is not resolved?
4. *Discussion:* Review the themes found in the literature; address any differences of opinion or alternative strategies proposed by the authors.
5. *Summary:* What did you learn from the literature review? What do you think about the issue and possible actions or solutions that apply to this region of the country?

The issue paper should generally be 10-12 pages in length, excluding title page and references, and is due by 4:30 p.m. on Thursday, June 27th.

Issue Paper Presentation (10 pts.)

Students will give a presentation on the topic of their issue paper. In order to allow ample time for presentations, students are expected to be divided into two rooms during the presentations. More details concerning the presentations will be provided in class, and the presentations will occur on June 20th and 27th.

Issue Paper Discussion Forum (5 pts.)

Students are expected to watch the recorded video of at least three presentations that they did not see in class and post questions or comments to extend the discussion concerning the topic through a Blackboard discussion board. More details will be provided in class, and the presentations discussion forum should be completed by July 4th.

Policy Analysis (20 pts.)

Students are expected to complete a culminating project that critiques existing policy or advocates for policy change related to enhancing diversity in education, whether that be in a formal or non-formal setting. Students are encouraged to choose policies or policy problems that exist at the local, state, regional, national, or international level as appropriate to their own interests.

Policy Critique

In this analysis, the student will explore the roots of a current policy related to diversity in education including the ideology that led to its creation, the socio-political context during the development period, and the outcome or impact of the policy. In this paper, each student should thoroughly examine the foundations of the policy and identify the stakeholders' explicit and implicit values. This paper should be developed as a historical view of the policy and its context that draws upon assigned readings, class discussions, and independent research. The written policy critique must include:

1. *Abstract:* Provide a summary of the policy selected for study. Identify the selected policy, supporting legislation or guiding authority, and context (e.g. local, state, federal policy).
2. *Historical Roots:* Define the problem this policy is meant to solve. Discuss the ideology of the time. Fully describe the context leading to the problem identification; discuss the policy objectives; identify the stakeholders, including those who stood to gain and those who (could) lose.
3. *Socio-political Context:* Describe how the policy was implemented. Identify value-orientation of decision-makers and any competing values of the time. Consider issues related to power, leadership strategies, and formal and informal agendas.
4. *Outcome or Impact:* Describe the outcome or impact of the policy on constituent groups. Compare and contrast intended and unintended outcomes.

5. *Critique*: Provide personal reaction to the policy. Assess how effectively the policy achieved its intended outcomes. Describe other implications of the policy not addressed in previous sections.

Policy Proposal

In this analysis, students will define a policy problem, consider a range of potential alternatives, and make a succinct argument for why one alternative should be preferred. In this paper, students should explain the theory of action behind your proposed policy change, critiques of that theory of action, and a rebuttal for why it is still the preferred strategy. This paper should also consider the potential financial costs as well as the political feasibility of your proposal. This paper should be developed as a current view of the policy problem that includes its historical context and draws upon assigned readings, class discussions, and independent research. The written policy proposal must include:

1. *Abstract*: Provide a summary of the policy problem selected for study. Identify the selected policy problem, and context (e.g. local, state, federal policy), and proposed solution.
2. *Sociopolitical Context*: Fully describe the context leading to the problem identification; discuss the policy objectives; identify the stakeholders, including those who stand to gain and those who (could) lose.
3. *Identification*: Define the problem this policy proposal is meant to solve. Discuss the range of possible alternatives to address the problem, and indicate why the proposed alternative is deemed the most appropriate to solve the problem.
4. *Implementation*: Describe how the policy would be implemented. Consider issues related to power, leadership strategies, and formal and informal agendas.
5. *Outcomes and Impact*: Describe the expected outcomes and impact of the policy proposal on constituent groups. Compare and contrast possible intended and unintended outcomes. Describe other implications of the policy not addressed in previous sections.

The policy analysis paper should generally be 15-20 pages in length, excluding title page and references, and is due by 4:30 p.m. on Thursday, July 25th.

Policy Analysis Presentation (10 pts.)

Students will give a *pecha kucha* style presentation on the policy analyzed or proposed for the final assignment. Presentations will provide background information about the educational policies critiqued or proposed, with supplemental research to assist in grounding the conversations and providing a meaningful context. More details will be provided in class, and the presentations will occur on July 25th and August 1st.

Course Reflection (5 pts.)

Students will complete a reflection paper at the end of the course that is suitable for inclusion in the Education Doctoral Program's capstone portfolio. The reflection paper should address each of the following, at a minimum:

- The course description and objectives;
- The overall content of the course;
- The major authors or resources you examined;
- The major assignments you completed;
- The significance of the course to your degree program, work experience, and/or professional goals;
- How your views of diversity evolved during the course (as indicated by comparison of your I am From poems and Weekly Reflections) or why they didn't evolve;
- The strengths and limitations of the submitted work, including how you might change them later;
- How/why you changed your products as a result of instructor feedback and/or self-reflection; and
- What this course as a whole reveals about you as a learner.

Grading and Other Significant Details

- Course grades can be calculated as follows: An A is 90% or above of all possible points with no absences, high quality work and thinking, and consistent contributions to each session, a B is 80 to 89.99%, a C is 70 to 79.99%, a D is 60 to 69.99%, and an F is less than 60% of all possible points and typically indicates a semester in which you didn't have the time or energy to devote yourself to learning the depth and breadth of the course topics. The specific contribution of each requirement to the grade is as follows:

<u>Assessment</u>	<u>Value</u>	<u>Due Date</u>
Weekly Reflections	15	Weekly
I Am From – Self	5	6/06/13
Issue Paper	20	6/27/13
Issue Paper Presentation	10	As Assigned (6/20 or 6/27)
Issue Paper Discussion Forum	5	7/04/13
Policy Analysis	20	7/25/13
Policy Analysis Presentation	10	As Assigned (7/25 or 8/1)
I Am From – Voice & Reflection	10	8/01/13
Course Reflection	5	8/01/13
Grade Expectation Sheet	0	8/01/13

- All of the assignments in this course are designed to assess the mastery of the course objectives. If you have questions how any assignment relates to the course purpose or objectives, please ask the instructor.
- *Out of respect to the instructor and other students in the class, assignments are due at times specified on the syllabus or as extended by the instructor. (Note: The instructor will not modify assignment deadlines to be earlier than stated on the original syllabus without unanimous consent of all participants in the course.) Unless otherwise specified, assignments are due by the start of class (4:30 p.m.) and any assignment time-stamped after that time is considered late. All assignments should be submitted through Blackboard's "submit assignment" link. Except in the case of a verifiable emergency, assignments will lose 20% of their point value per calendar day late. In the case that an assignment is submitted in multiple parts, it will be counted as if the entire assignment is submitted at the time of the latest time-stamp.*
- Because all education professionals are expected to communicate well in writing, *written assignments will be graded on their technical quality as well as content.* All written assignments should be proofread carefully for spelling, grammar, and syntax. First drafts of assignments are rarely appropriate in graduate-level courses.
- Although self-evaluation and peer evaluation are a significant portion of your growth and development in this course, the instructor does final grading of the assignments. Upon the receipt of your Grade Expectation form, which will be after all other work for this class is fully complete, any inconsistencies between your expectation for a grade and the grade assigned will be discussed with the instructor.
- Use a realistic estimate when predicting the time you will need to complete the course activities and requirements. Although the option of taking an incomplete ("I") is available to you at the end of the semester should you encounter an emergency or other unexpected events, it may mean that you will receive one letter grade decrease in your course grade.

If you find that you are falling behind or are experiencing difficulty in completing course assignments, please discuss the situation with the instructor as soon as possible so that mutually-negotiated accommodations can be made that will enable you to fulfill the requirements of the course and to avoid

having to take an incomplete. University policy dictates that incomplete grades can only be given if at least two-thirds of the course requirements have been completed by the end of the grading period.

- As all work in this class is expected to utilize APA (6th edition) style, learn and practice it early.

Drop and Add Policy

The standard drop/add policy for classes will be followed as determined by the Office of Registration and Records (<http://www.ndsu.edu/bisonconnection/registration/policies/registration/>).

Intellectual Property Policy

Words and ideas are the intellectual property of the individuals who originated them. Thus, whenever you quote more than three words in sequence from any single source, you must enclose those words in quotation marks. Cite in parentheses the author of the book or article, the year of publication, and the number of the page on which the words were written (e.g., Fowler, 2009, p. 25). Include the complete citation of the source in your references at the end of your paper. Failure to follow these procedures will result in loss of points on any paper in which such failure occurs. Furthermore, failure to follow these procedures may be viewed as plagiarism and, thus, a violation of university policies that pertain to academic integrity.

Academic Integrity

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

The following standards suitable to members of an academic community apply:

- NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.edu/policy/335.htm>);
- The College of Human Development and Education's Professional and Academic Honor Codes (http://www.ndsu.edu/fileadmin/hde/undergraduate/HDE_Honor_Code.pdf); and
- "Right and Responsibilities of Community: A Code of Student Behavior (2008, August) available from the dean of Student Life (MU 250) or on the NDSU Student Life website (http://www.ndsu.edu/fileadmin/studentlife/PDF_Files/CodeofStudentBehavior.pdf).

Non-Discrimination

North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race or religion. Direct inquiries to the Vice President for Equity, Diversity and Global Outreach, 205 Old Main, (701) 231-7708.

Students with Special Needs

Any students with disabilities or other special needs who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the Disability Services Office as soon as possible.

Students Serving in the Military

Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor in advance.

Sexual Harassment

Please see the following link to review university policy and procedures regarding sexual harassment:

<http://www.ndsu.edu/policy/162.htm>

Religious Observances

Students have a right to expect that religious observances, practices, and beliefs will be respected and reasonably accommodated. Upon prior notification to the course instructor, students in this course will be excused from class or other scheduled academic activities to observe verifiable religious holy days. Students will be permitted a reasonable amount of time to make up the material or activities covered in their absence and will not be penalized because of religious observances.

Possible Changes to the Syllabus

This syllabus is your contract for production in the course. If changes are made to it they will be announced in class and posted on the course website as soon as possible. No changes increasing requirements will be made without unanimous consent of the entire class as these might adversely affect your grade.

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Tentative Course Schedule

Week	Topic	Readings & Due Dates
1 – May 30	Welcome & Introduction	Tatum Supplemental Readings on BB
2 – June 6	Political Ideologies & Policy; Policy Frames & Market Forces	St. John, et al, Ch 1-3 Supplemental Readings on BB <i>I Am From Poem Due by 4:30pm; Weekly Reflections Due by 4:30pm</i>
3 – June 13	<i>Guest Speaker(s)</i> Overview of Diversity Concerns in Education: Disability, Gender, LGBTQ, Age, Socioeconomic Status	Supplemental Readings on BB
4 – June 20	<i>Issue Paper Presentations</i>	Supplemental Readings on BB
5 – June 27	<i>Issue Paper Presentations</i>	Supplemental Readings on BB; <i>Issue Paper Due by 4:30pm</i>
6 – July 4	<i>Independence Day - No Class</i>	<i>None</i> <i>Issue Paper Discussion Forum Due by 4:30pm</i>
7 – July 11	Title IX, Civil Rights Act, and Other Policies for Gender, Racial, and Ethnic Equity	Supplemental Readings on BB
8 – July 18	Postsecondary Education Policies for College Preparation, Access, and Success	St. John, et al, Ch 4-6 Supplemental Readings on BB
9 – July 25	<i>Policy Analysis Presentations</i> Policy Case Studies	St. John, et al, Ch 7-12; Supplemental Readings on BB <i>Policy Analysis Due by 4:30pm</i>
10 – August 1	<i>Policy Analysis Presentations</i> Looking to the Future	St. John, et al, Ch 13-14; Supplemental Readings on BB <i>I Am From, Course Reflection, & Grade Expectation Sheet Due by 4:30pm</i>