**THE UNIVERSITY OF MISSISSIPPI**

**DEPARTMENT OF TEACHER EDUCATION**

1. **COURSE: *EDUC 692***. ***Current Trends/Issues in Diversity Education***. Exploring the best practices for addressing diversity education in K-12 settings utilizing a social justice approach. (3 hrs).

 **INSTRUCTOR(S):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Office #** | **Phone** | **Office Hours** | **Email** |
| Dr. Nichelle C. Robinson | Student Services Center, Church Road | 662-393-9290 Ext. 110 |  | ncboyd@olemiss.edu |

1. **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**

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 **Vision Statement**

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

**Mission Statement**

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

1. **Unit Major (M) and Minor (m) Themes/Outcomes**
2. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
3. **Problem Solvers** who develop solutions to improve the educational environment for all students. (M)
4. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)
5. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
6. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (M)
7. **KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:**

**T –** Thinking and problem solving (M)

**E** – Equality and respect for diversity (M)

**A** – Appropriate teaching strategies (M)

**C** – Communication and cooperation (M)

**H** – Human development and curriculum (M)

**E** – Esteem, autonomy, and lifelong learning (m)

**R** – Relevance: Social and global (M)

**S** – Supervision, management, and guidance (M)

1. **PROFESSIONAL DISPOSITION FOR CANDIDATES:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Ed Dispositions | NBPTS/CRTP | Imagine, Innovate,Inspire | CF |
| The candidate: |
| demonstrates an expectation that all students can learn and are a vital part of the learning community.  | 1.4**CRTP**14.1 | CaringEquality | Advocates for Diverse LearnersEffective Communicators |
| displays sensitivity to students' needs.  | 1.1; 1.3**CRTP**1.0; 2.0; 4.0; 5.1; 6.1; 8.1; 9.2; 10.1; 11.1; 12.1; 13.1 | ProfessionalismCollaborationExcellence | Advocates for Diverse LearnersProblem SolversEffective Communicators |
| works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning. | 5.1; 5.3**CRTP**7.1 | ProfessionalismLeadership | Effective CommunicatorsProblem SolversUsers of Technology |

1. **REFERENCES:**
2. **Primary Text**

Adams, M., Blumenfeld, W. J., Castaneda, C., Hackman, H. W., Peters, M. L., &

Zuniga, X. (2013). *Readings for diversity and social justice*. New York,

NY: Routledge. ISBN: 978-0415892940

1. **Supplemental Text(s)**

Gorski, P. C. & Pothini, S. G. (2014). *Case studies on diversity and social justice.*

 New York, NY: Routledge. ISBN: 978-0415658256

1. **Assigned Readings**

Books of choice for book study discussion groups.

1. **PURPOSE OF THE COURSE:**

The purpose of this course is to engage practicing educators in critically reflecting on their personal practice in handling issues of diversity in a K-12 setting. It will explore the current trends for handling issues of diversity effectively through a social justice approach.

1. **COURSE OBJECTIVES:**

Based on the National Board for Professional Teaching Standards (NBPTS): Candidates will:

1. research topics that recognize individual differences in their students and utilize the information to improve their practices (NBPTS 1.1).
2. engage in activities that ensure students are treated equitably (NBPTS 1.3).
3. develop social justice project and implement with a group of students (NBPTS 3.2).
4. interview a diversity professional in their community (NBPTS 5.3).
5. **COURSE OUTLINE**

*See Schedule and Course Assignments*

1. **COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:**
2. **Course Requirements** *Detailed description of each provided in a separate handout.*
3. **Assessment Procedure**

|  |  |
| --- | --- |
| * **Research Paper (Current Trend/Issue in Diversity)** *– Write a research paper on a current trend/issue related to K-12 education of interest to you and the diverse needs in your school.*
 |  50 pts |
| * **Interview a Diversity Professional** *(What do they do? What’s their personal view of diversity? How does their work impact others? Etc. Present findings to class.)*
 | 20 pts |
| * ***5 Hot Topic Journal Reflections*** @ 5 pts each *(share diversity topic, source for topic and how it impacts k-12 education; read and comment on other journal entries)*
 | 25 pts |
| * **5 Book Discussions on book of group’s choice about a current topic related to diversity in k-12 education** @ 10 pts each(discuss book chapters with group and share summary with whole group)
 | 50 pts |
| * **Social Justice Project** (Choose a grade level or use your current class if teaching, then research and develop a developmentally appropriate social justice project and implement).
 | 40 pts |
| * **Journal/Discussion Board Activities** (read and discuss readings/case studies that address social justice issues)
 | 100 pts |
| Total Points Possible | 285 pts |

Presentation, projects, reflections, and research papers will be used to determine teacher leaders achievement of the course objectives listed under VII. All required assignments will be given a specific grade. Grades will be computed using the following scale:

A 93-100

A(-) 92-90

B(+) 89-87

B 86-83

B(-) 82-80

C(+) 79-77

C 76-73

C(-) 72-70

D 69-60

F 60 Below

All assignments and examinations should be completed on the announced due dates. The acceptance of late assignments is at the discretion of the course instructor. If late work is accepted, points will be deducted from the final score.

1. **Instructional Strategies**

Lecture time will be limited and students will be involved in cooperative learning, inquiry, dialogue, presentations, and project development much of the time. Writing and reading will serve to stimulate reflection and questioning.

1. **Attendance Policy**

Attendance and participation in class are expected.

1. **Disability Access and Inclusion**: The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. Students must also contact Student Disability Services at 662-915-7128 so that office can 1) provide you with an Instructor Notification form, 2) facilitate the removal of curricular barriers, and 3) ensure you have equal access to the same opportunities for success that are available to all students.
2. **SPECIAL CONSIDERATIONS:**
3. **Recommended Reading List**

Separate handout.

1. **Required Reading List**

Handouts will be provided by the instructor(s). **When compiling reading list be sure to check with library staff to make sure listings are available**.

1. **Academic Integrity and Honesty –** Candidates are expected to follow the honor code as outlined in ***The University of Mississippi Policy Directory***, which can be found online at <https://secure4.olemiss.edu/umpolicyopen/index.jsp>. Plagiarism, as defined in the honor code, will not be tolerated.
2. **Flexibility Clause –** The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.