

**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

## UDCP 402 Equity, Access and Inclusive Education

### Fall 2020

### Liberal Studies/Urban Dual Credential Program

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#### Course Information

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<b>Instructor:</b> Dr. Lidiana Portales Blair	<b>Email:</b> Lidiana.PortalesBlair@csulb.edu
<b>Virtual Office Hours Days/Times:</b> Tuesdays 3:45-4:45 (immediately after class), or by appointment	<b>Office Hours Zoom Link:</b> Use class zoom below. Office hours will be immediately after class.
<b>Class Days/Times:</b> Tuesdays 1:00-3:45pm	<b>Class Zoom Link:</b> <a href="https://csulb.zoom.us/j/91473560023?pwd=UzIYNWplbWNHNG9uaEZEOzB0bkVFOT09">https://csulb.zoom.us/j/91473560023?pwd=UzIYNWplbWNHNG9uaEZEOzB0bkVFOT09</a>  Meeting ID: 914 7356 0023 Passcode: 067875

#### Catalog Course Description

Prerequisites: Admittance to the UDCP required. Examination of historical and legal foundations and contemporary issues related to educational equity and access for underrepresented groups in U.S. public schools, including culturally responsive instruction within a Universal Design for Learning framework. Letter grade only (A-F).

This course addresses UDCP SLO 3: Identify and respond to issues related to diversity in education, including culturally responsive instruction and access to the curriculum for all students

#### Course Student Learning Outcomes and Goals

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

1. Identify and analyze the **historical processes and structures** that have fostered inequities related to diversity in the US, and the **legal foundations** of education to address these inequities. (TPE 1.1.; 6.3)
2. Demonstrate knowledge of the ways in which **historic development and legal decisions in special education** have affected individuals with varying abilities and diverse backgrounds and their families. (TPE 6.3)

3. Recognize and address the particular **needs of diverse populations** including LGBTQ students and students from various religious backgrounds in school settings. (TPE 1.1; 2.4; 6.5; 6.7)
4. Demonstrate **cultural competence** in connecting with students and families from diverse heritage backgrounds, experiences, and needs (including families with atypically developing children). (TPE 1.2; 6.5; 6.7)
5. Identify and analyze the key concepts of **multicultural education** in the context of the U.S. and California, including teachers' social justice and advocacy roles and use of **culturally responsive instruction**. (TPE 1.1; 2.4; 6.3)
6. Utilize strategies to collect information about **community funds of knowledge** students' cultural experiences, and to use these in planning for instruction (1.1; 6.4; 6.5).
7. Identify, **evaluate**, and integrate materials and **resources** that validate and consider students' cultural, linguistic, racial, and ability identity. (TPE 1.1; 6.1)
8. Identify and intervene in **one's own attitudes**, beliefs, and approaches to issues of diversity and difference. (TPE 1.1; 2.4; 6.7)
9. Discuss the principles of **Universal Design for Learning** (UDL) as a framework for providing all students with equal opportunities to learn. (TPE 1.4; 6.1)

### **Required Texts/Course Materials:**

Readings are posted on BeachBoard. Readings for this class include a mix of academic articles, news articles, websites, videos and podcasts. Students are expected to read or view materials before class and have materials for ready reference in class (in either electronic or hard copy).

### **Mode of Delivery and Technical Requirements**

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. During synchronous weeks, students and instructor will meet virtually at the assigned class time (Tuesdays 1:00-3:45pm). The following week will be asynchronous. Please see the class schedule below for synchronous meeting dates.

During asynchronous weeks, students will read/view/listen to course materials, take notes in the Group Dialogue Journal to prepare for group meetings, and complete assignments. During synchronous weeks, classes will typically start with a short lecture or discussion. Then the breakout room feature on zoom will be used to meet in small dialogue groups. Finally, time will be reserved at the end to debrief and complete a reflection in the Group Dialogue Journal.

Students are encouraged to keep cameras on during synchronous class meetings. This class includes a great deal of discussion and interaction and, historically, this class has been a great community builder for UDCP. The classroom culture will be strongest if we can all see each other. Please feel free to use virtual backgrounds. If you cannot have your camera on, then you are encouraged to participate as much as possible through the chatbox, reactions, etc.

Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

### **Course Communication**

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

## **Course Evaluation Components and Grading**

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### **Assignments**

#### ***Dialogue Group Journal (10 points per module):***

Use the template available on BeachBoard.

You will keep a journal throughout the semester and submit it at the end of the semester. Each journal entry will have two parts:

Part 1: During asynchronous weeks, you will use the journal to prepare your notes for your dialogue group. This could include notes on the readings, reflections, or ideas and questions you think might spur good discussions.

Part 2: During synchronous weeks, you will add to the journal to reflect on the discussions you had in your dialogue groups. Reflect on how the discussions may have changed or refined your thoughts on the topic. You may also want to reflect on how you will apply your learning as a future teacher.

You will submit your Dialogue Group Journal on 9/29 to BeachBoard for a progress check. A grade will not be assigned, but the professor will provide written feedback to let you know if you are on the right track.

You will submit your Dialogue Group Journal on 12/8 to BeachBoard for a grade.

Each journal entry should be approximately 1 page, 12-point font, single-spaced. (SLOs 1, 2, 3, 4, 5, 9)

#### ***Reflective Activities (20 points each):***

The 4 reflective activities, turned in over the course of the semester, are designed to connect class learnings with experiences outside of class. The 10 hours of fieldwork required for this course are fulfilled through the completion of the reflective activities. The activity write-ups are approximately 2-3 pages (double-spaced, 12-point font) each and should draw on and make connections to course readings. For each assignment, please find the complete assignment directions and rubrics on BeachBoard.

**#1 Self-Disclosure:** Write a description of your roots, experiences, abilities, and interests as these relate to your future work as a teacher in diverse settings. Explore your background and positionality. (SLO 8)

**#2 Diversity Exploration Reflection:** For this assignment, you will explore diversity by learning about culture, race, or identity that is different than your own. Take this opportunity to learn about a group or identity you are not familiar with. You will look for a TedTalk, interview, blog, etc. that allows a person from that group or identity to tell their story in their own words. It is important that it be from a first-person perspective. You may want to learn about the experiences of someone from a different race, ethnicity, religion, language group, gender identity, sexual identity, disability/ability group, etc.. Write a summary of the issues raised by the speaker and connect these with course themes and readings. (SLOs 2, 3, 4)

**#3 Universal Design for Learning:** This is a group project that will be completed during your dialogue group time. In your group, choose a grade level and lesson topic. For example, you might choose to focus on 3<sup>rd</sup> grade- math- understanding fractions. Use the template provided to list activities and adaptations to increase Universal Design for Learning during the lesson.

**#4 Families of Children with Disabilities Reflection:** Read and examine the blog of a parent whose child has disabilities; attend a parent advocacy organization or support group; or interview parents of individuals with disabilities. Write a summary of the issues raised and connect these with course themes and readings. (SLOs 2, 3, 4)

**Signature Assignment (30 points):**

**Community Funds of Knowledge Identification & Analysis (SLO 3, 4, 5, 6, 7)**

Gather information on the school and neighborhood through the SARC and census data. Research the history of the community, especially shifts in demographics and immigration patterns. Gather observations about the community. Gather information about potential funds of knowledge in the community. Identify themes from course readings exemplified in the community. Identify resources that could be used in the classroom to validate and consider students’ cultural, linguistic, racial, and ability identity. See BeachBoard for full assignment description and rubric.

**Class Participation (20 points):** This course requires active participation from all class members. Each person has a valuable perspective and set of experiences related to diversity in California schools, and it is through class participation that these perspectives are shared. Class participation is based on attendance to all synchronous class meetings and active participation in discussions, activities and group work. Students are expected to be prepared to discuss the assigned readings in class and to contribute to discussions to receive full credit for class participation. More than one absence from synchronous class meetings will affect class participation points.

**Course Grading**

**Grading Scale**

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

## Evaluation Components and Weight (Sample)

Evaluation Component	Points
Group Dialogue Journal	70
Reflective Activities	80
Class Participation	20
Signature Assignment	30
<b>Total</b>	<b>0</b>

## Course Policies

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### Attendance and Participation

As future teaching professionals, it is important to demonstrate professionalism by attending all class sessions and being punctual. If you must be absent, please email the professor and your group members as a professional courtesy and state the reason for your absence. It will be your responsibility to communicate with your group and share your portion of the dialogue activity in advance. More than one absence to synchronous classes or non-participation in classes will impact class participation points.

### Late Work/Make-up Policy

Students are encouraged to submit all assignments on time. Please communicate with the professor at least 24 hours before the deadline if your assignment will be late. Again, as future teaching professionals, it is important to demonstrate professionalism in meeting deadlines and communicating proactively if problems are anticipated. We all anticipate this academic year to be fluid and challenging as we all manage health, work, family responsibilities, and other issues. We encourage students to be proactive and reach out to professors if they are falling behind or anticipate absences or missed work.

Late assignments, turned in after the due date stated in the syllabus will have a full letter grade deducted. For example, an assignment that would have otherwise earned an A grade, will be assigned a B grade.

**Assignments may not be submitted later than the finals date.**

### Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

### University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

### Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting

disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

## Additional Information

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### Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form](#) - [http://www.csulb.edu/divisions/aa/academic\\_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

### Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

### Course Schedule

All assignments due by 11:59pm on the date listed.

All readings, podcasts, videos, handouts and other materials will be available on BeachBoard.

### Module 1: Historical and Contemporary Multicultural Diversity

Session	Date	Readings	Assignments Due
Synchronous	Week 1 8/25	No readings	
Asynchronous	Week 2 9/1	<ul style="list-style-type: none"> <li>• Bucher (Ch 1)</li> <li>• Podcast: Jennifer Burns History 7B #10: Immigrant Culture</li> <li>• Video: NPR U.S. Immigration</li> <li>• Pew Research Center: Key Findings about U.S. Immigrants</li> <li>• Pew Research Center: Key Facts about Young Latinos</li> <li>• Pew Research Center: Key Facts about Asian Americans</li> </ul>	
Synchronous	Week 3 9/8		Complete Dialogue Group Journal for Module 1

## Module 2: Critical Race Theory & Deficit Ideology

Session	Date	Readings	Assignments Due
Asynchronous	Week 4 9/15	<ul style="list-style-type: none"> <li>• Ansell: Achievement Gap</li> <li>• Website: Critical Race Theory</li> <li>• Video: Ed Talk by Dr. Keith Stanley Brooks</li> <li>• Podcast: This American Life: “The Problem We All Live With, part one”</li> <li>• Optional but suggested: Netflix: Explained: The Racial Wealth Gap</li> </ul>	Assignment 1: Self-Disclosure
Synchronous	Week 5 9/22	<ul style="list-style-type: none"> <li>• Ladson-Billings (2005)</li> </ul>	Complete Dialogue Group Journal for Module 2

## Module 3: Language Diversity & Linguism

Session	Date	Readings	Assignments Due
Asynchronous	Week 6 9/29	<ul style="list-style-type: none"> <li>• Delpit</li> <li>• Podcast: Code Switch “Talk American”</li> <li>• Website: Facts about English Learners in CA</li> <li>• Gándara &amp; Hopkins</li> <li>• NCTE Policy Brief</li> </ul>	Submit Dialogue Group Journal to BeachBoard for progress check with entries for modules 1 and 2 completed *no grade assigned
Synchronous	Week 7 10/6		Complete Dialogue Group Journal for Module 3

## Module 4: Universal Design for Learning

Session	Date	Readings	Assignments Due
Asynchronous	Week 8 10/13	<ul style="list-style-type: none"> <li>• What is UDL?</li> <li>• Video: UDL at a Glance</li> <li>• Israel et al.</li> <li>• Handout: The UDL Guidelines</li> <li>• Handout: Key Questions</li> </ul>	Assignment #2: Diversity Exploration
Synchronous	Week 9 10/20		Complete Dialogue Group Journal for Module 4

## Module 5: Special Education Rights & Disability Studies

Session	Date	Readings	Assignments Due
Asynchronous	Week 10 10/27	<ul style="list-style-type: none"> <li>• IDEA: Your Child’s Rights IDEA</li> <li>• Disability Categories under IDEA</li> <li>• A Timeline of ESEA</li> </ul>	Assignment #3: Universal Design for Learning

		<ul style="list-style-type: none"> <li>• Website: What is Disability Studies?</li> <li>• Video: Norman Kunc: The Right to be Disabled</li> </ul>	
Synchronous	Week 11 11/3		Complete Dialogue Group Journal for Module 5

### Module 6: LGBTQ+ Youth

Session	Date	Readings	Assignments Due
Asynchronous	Week 12 11/10	<ul style="list-style-type: none"> <li>• Podcast: Making Schools a Safe Place for LGBTQ Students</li> <li>• Gamble</li> <li>• Article: A transgender 9-year-old tells her story</li> <li>• Video: Listening to Jazz Jennings</li> </ul>	Assignment #4: Families of Children with Disabilities Reflection
Synchronous	Week 13 11/17		Complete Dialogue Group Journal for Module 6

### Module 7: Funds of Knowledge & Culturally Relevant Pedagogy

Session	Date	Readings	Assignments Due
Asynchronous	Week 14 11/24	<ul style="list-style-type: none"> <li>• TESOL</li> <li>• Ladson-Billings (1995)</li> <li>• How to Practice Culturally Relevant Pedagogy</li> <li>• CEEDAR (pgs. 13-21)</li> <li>• 15 Strategies for CRT</li> <li>• How Culturally Relevant Teaching Can Build Relationships While Students Are Home</li> </ul>	
Synchronous	Week 15 12/1	<ul style="list-style-type: none"> <li>• Brisk (Ch. 3)</li> </ul>	Complete Reflection Journal for Module 7
Asynchronous	Week 16 12/8	No readings Prepare final project	Submit Dialogue Group Journal to BeachBoard for grading

### Final

Session	Date	Assignment Due
Asynchronous	Finals 12/15	Final Signature Assignment Due by 11:59pm Dec. 15