

**UNIVERSITY OF CENTRAL ARKANSAS  
COLLEGE OF EDUCATION**

**Instructor:** Donna Wake

**Year and Semester:** Fall 2021

**CRN:** 18677 & 20534

**Days and Times:** 18677 (TR 10:50-12:05) & 20534 (T 6-8:40)

**Location of Class:** 18677 (Mashburn 106) & 20534 (Mashburn 234)

**Office Hours:** TR 9-10, 1-3 and W 9-2 PLUS online and/or by appointment

**Contact Information:** [dwake@uca.edu](mailto:dwake@uca.edu); Mashburn 114 \*

**Department Email:** [teaching@uca.edu](mailto:teaching@uca.edu)

*BE INSPIRED. BE INSPIRING.*

**A. COURSE TITLE:** EDUC 3322 – Diverse Learners in Inclusive Settings

**B. CATALOG DESCRIPTION**

This course examines the theory, research, and practice of working with diverse populations in an educational setting. Course content will focus on knowledge and strategies affecting instructional effectiveness with diverse learners such as exploring learner make-up, culturally responsive teaching, legal aspects of civil rights and special education, and addressing the needs of students with disabilities in the classroom setting. Characteristics of exceptionalities and current educational trends will also be addressed. Candidates will have the opportunity to learn how to employ effective practices including Universal Design for Learning, Response to Intervention, and differentiated instruction. Although a lecture format will primarily be used, candidates are expected to participate in small and large group discussions. Some instruction may be facilitated through web-based online sessions. Admission to Teacher Education required.

**C. PURPOSE:**

The purpose of this course is to equip future classroom educators with the knowledge, skills, and dispositions to create learning environments to support all learners with a consideration for student demographic categories including: race, ethnicity, language, socioeconomic status, LGBTQ, ability, and students experiencing trauma. The course is designed to introduce candidates to diverse learners and the unique abilities and challenges associated with differences. This course requires candidates to reflect upon the emotional and learning needs of all students and to examine effective instructional and motivational strategies in meeting these needs.

**D. REQUIRED TEXTS:**

None – OER materials as assigned (see Google Classroom)

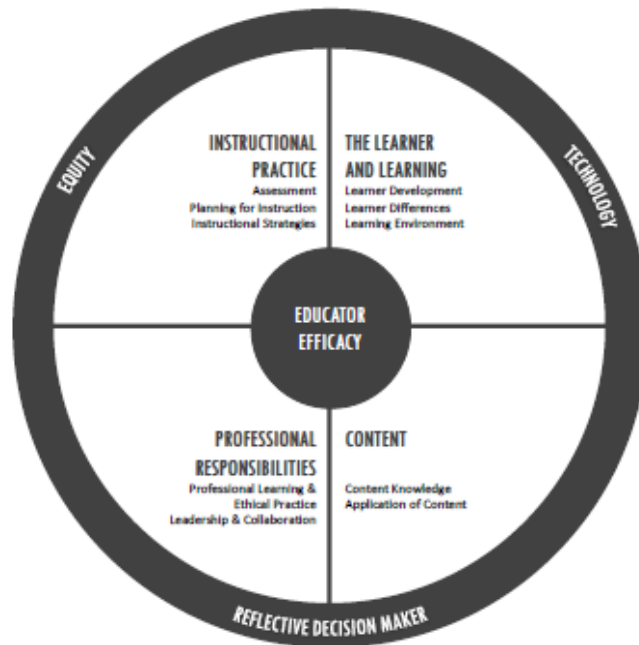
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\* The **BEST** way to contact the course instructor is through **email** at [dwake@uca.edu](mailto:dwake@uca.edu)

## E. UCA CORE

This class is not part of the UCA Core

## F. CONCEPTUAL FRAMEWORK:



The UCA Educator Preparation Programs (EPP) will promote every educator's sense of professional efficacy. Professional efficacy affects an educator's sense of responsibility and competence to contribute to the growth and development of all learners.

**How do the goals of the program reflect the conceptual framework?** EDUC focuses on an educator's sense of responsibility and competence to contribute to the growth and development of all learners and includes respect and value for all the forms of diversity that exist in society. The UCA EPP and its candidates are dedicated to supporting all learners respectful of individual race, ethnicity, color, gender, sex, sexual orientation, gender identification, age, religion, spiritual beliefs, language, national origin, geographic origin, marital status, socioeconomic background, physical ability, political belief, and intellectual perspective. In this course, candidates will learn to engage their learners in authentic practices that develop awareness, understanding, respect for diversity that exists in society, and the importance of diversity in teaching, learning, and schooling.

## G. USE OF TECHNOLOGY:

Candidates are expected to demonstrate the basic skills of desktop publication (i.e., document creation, presentation creation, spreadsheet creation) and app integration (i.e., email, Internet, myUCA, Blackboard, Google Classroom, etc.). All official classroom notifications will be sent via UCA email (cub.uca.edu).

The UCA College of Education (CoE) has adopted the [ISTE Standards for Educators \(2017\)](#) as our guiding technology proficiencies. Specifically, this course will allow for integration as Learner (ISTE Standard 1) and as Collaborator (ISTE Standard 4) by providing opportunities for students to learn from and with others to explore how technology may be used to improve student learning.

## H. DIVERSITY:

Objectives for this course are guided by the [CoE Diversity Proficiencies](#). See Objectives alignment table below.

### **Open Statement (*you may want to read this*)**

This class asks us to take a dive into waters that may be uncomfortable for you. The facts and stories I share with you in this class are not opinions. They are also not driven by political agenda. Making comments that are racist, sexist, classist, etc. are not opinions. Rejecting the existence of something like white privilege is not an opinion. Concepts like privilege and microaggressions are not political. They are evidence-based events that we have studied deeply in the field and know exist and impact the lived experiences of students and teachers daily. Rejection of the stories of lived experiences of others is not an opinion. It's a rejection of truth, and it is harmful to others. So, I hope these guidelines will help in our conversations.

- **Free and Open Exchange of Ideas:** Free expression of ideas should be expected. I believe that the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. Many course materials will directly confront taken-for-granted “truths” about the lives of adolescents, as well as engage us in conversation about race, gender, sexuality, economic status, religion, ethnicity, and many other topics that you may not have experience talking about. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you. I also expect we will be gracious with one another as we learn a vocabulary for engaging in difficult conversations.
- **Expression of Opinion:** I have opinions, and will express those. You will express opinions, too. Our textual analyses will differ, and these differences will often be connected to the diverse identities, histories, and experiences that we bring to this course at this moment in time. ***Please note that you are entitled to your own opinion, but you are not entitled to your own facts. We should seek together to use careful research and perspective taking to establish truth.*** You are free to express either agreement or disagreement with me without fear of consequences. This does not mean that I may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.
- **Class discussions:** Class discussions can easily be environments that are unfair to some students. We should all be sensitive that we are not unfairly dominating by talking too much or talking too loudly or, conversely, putting the burden for discussion entirely on our classmates by coming to class unprepared. The goal is to create a classroom climate in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree. Condescension or demeaning comments about individuals or groups of people will not be tolerated. If derogatory or hateful comments about any group or individual are expressed in class, I will ask the student to leave the class and meet with me privately before returning for a future class period.
- **Tokenism:** I do not expect any student to speak for a “group” or “category” of any demographic they may or may not identify with. We enter this work together, and we all carry bias and lenses unique to who we are. I also expect us to hold each other kindly accountable. For example, if I misstep and enact a microaggression, I would hope you would bring that to my attention.

## I. OBJECTIVES:

Objective	Alignments
<ul style="list-style-type: none"> <li>Demonstrate efficacy by adapting planning and practice to meet learner needs and by advocating for learners.</li> </ul>	TESS 1; UCA DP 1; INTASC 2, 6-8
<ul style="list-style-type: none"> <li>Promote harmony within the classroom and among family, school, and community spheres of learning; build local and global learning communities; and respect and value diversity within all communities.</li> </ul>	TESS 2; UCA DP 2; InTASC 2, 9
<ul style="list-style-type: none"> <li>Use multiple perspectives to enhance learning and relationships.</li> </ul>	TESS 2-3; UCA DP 3; InTASC 2, 7, 10
<ul style="list-style-type: none"> <li>Respect each learner's culture and language and the influences on learning; incorporate tools of language development into planning and instruction of content.</li> </ul>	TESS 3; UCA DP 4; InTASC 3, 10
<ul style="list-style-type: none"> <li>Advance cultural competence to increase learner engagement and achievement and enhance teacher self-efficacy.</li> </ul>	TESS 4; UCA DP 5; InTASC 10
<ul style="list-style-type: none"> <li>Work together interdependently in collaborative teams to achieve common goals for which participants are mutually accountable</li> </ul>	TESS 3; UCA DP 2; InTASC 5
<ul style="list-style-type: none"> <li>Learn the value of questioning the status quo as part of the collective inquiry process</li> </ul>	TESS 3; UCA DP 2, 3; InTASC 4, 5

## J. COURSE OUTLINE:

Due Date	Topic	Assignments	Points
8/23/21	Introductions	<ul style="list-style-type: none"> <li>Getting Started – Google Form, Racial Efficacy Survey</li> </ul>	20
8/30/21	Identity and Systems	<ul style="list-style-type: none"> <li>Intersections of Identity and Flipgrid</li> <li>PlayPosit Videos</li> </ul>	50
9/6/21		<ul style="list-style-type: none"> <li>Inspire Teaching</li> <li>PlayPosit Videos</li> <li>Hypothes.is Readings</li> </ul>	50
9/13/21		<ul style="list-style-type: none"> <li>Inspire Teaching</li> <li>Hypothes.is Readings</li> </ul>	50
9/20/21		Race	<ul style="list-style-type: none"> <li>Inspire Teaching</li> <li>PlayPosit Videos</li> <li>Hypothes.is Readings</li> </ul>
9/24/21		<ul style="list-style-type: none"> <li>Case Study</li> </ul>	50
9/27/21	ELLs	<ul style="list-style-type: none"> <li>Inspire Teaching</li> <li>IRIS Module</li> <li>PlayPosit Videos</li> <li>Podcast</li> </ul>	50
10/1/21		<ul style="list-style-type: none"> <li>Case Study</li> </ul>	50
10/4/21	Poverty	<ul style="list-style-type: none"> <li>PlayPosit Videos</li> <li>Hypothes.is Readings</li> <li>Chapter on Ruby Payne</li> </ul>	50
10/8/21		<ul style="list-style-type: none"> <li>Case Study</li> </ul>	50
10/11/21	LGBTQ+	<ul style="list-style-type: none"> <li>PlayPosit Videos</li> <li>Review of GLSEN Data</li> </ul>	50
10/15/21		<ul style="list-style-type: none"> <li>Case Study</li> </ul>	50
10/18/21	Special Education	<ul style="list-style-type: none"> <li>PlayPosit Videos</li> </ul>	50
10/25/21		<ul style="list-style-type: none"> <li>IRS Modules</li> </ul>	50
10/29/21		<ul style="list-style-type: none"> <li>Case Study</li> </ul>	50

11/1/21	Struggling Readers	<ul style="list-style-type: none"> <li>Review of Data</li> <li>Video Exam</li> </ul>	50
11/8/21	Trauma	<ul style="list-style-type: none"> <li>Inspire Teaching</li> <li>Hypothesis Readings</li> </ul>	50
11/15/21	UDL	<ul style="list-style-type: none"> <li>IRIS Module</li> <li>PlayPosit Videos</li> </ul>	50
11/19/21		<ul style="list-style-type: none"> <li>Case Study</li> </ul>	50
11/29/21	Implicit Bias	<ul style="list-style-type: none"> <li>PlayPosit Video</li> <li>Implicit Bias Self Assessment and Flipgrid</li> </ul>	50
12/9/21	Final	<ul style="list-style-type: none"> <li>Final Assignment</li> <li>Final Question</li> <li>Course Evaluation Screenshot</li> </ul>	250
<b>TOTAL POINTS POSSIBLE</b>			<b>1220</b>

**K. FIELD EXPERIENCE REQUIREMENTS:**

While the current COVID-19 situation prohibits our ability to work with students and teachers in K-12 contexts, this class does still include a modified “field” requirement.

**L. COURSE EVALUATION/ASSIGNMENTS/EXAMINATIONS:**

**Total Points and Associated Final Grade**

90 – 100%	80-89%	70-79%	60-69%	Below 60%
A	B	C	D	F

LATE SUBMISSION POLICY: I will accept work late and honor the work you gave to the assignment. If an assignment is submitted past the due date, it will be worth **half** of possible points. For example, if an assignment is worth 50 points, if submitted late will be worth 25 points. Your work will still be scored for the quality of your contribution, and points will be awarded commensurate with your quality of work from total possible points. Also, assignments submitted late may not get the same level of feedback from me as assignments submitted on time. Additionally, I will take note of late submissions if it becomes a pattern as this indicates to me a lack of preparedness for our class discussions and is a criterion noted in the [COE Disposition Rubric](#). Extenuating circumstances interfering with your ability to submit on time should be communicated to the course instructor (again, see [COE Disposition Rubric](#))

## **M. ATTENDANCE and DROP POLICY:**

You are required to attend all scheduled class meetings. You are allowed to miss up to 3 hours of class (i.e., 2 sessions if you are T/TH 10:50-12:05 and 1 session if you are T 6pm). I do not differentiate between “excused” or “non-excused” absences. An absence does not excuse a candidate from being prepared for class. Students are expected to complete all coursework assigned during any period of absence. Missing more than 3 hours will result in a drop in your earned points and may affect your final grade.

Students who do not attend class or, for fully online courses, actively participate (i.e., logging in, completing required assignments) will be purged from the class roster on the 6th day of class. Students who do not consistently attend class or, for fully online courses, actively participate (i.e., logging in, completing required assignments) will be administratively dropped from the class roster on the 11th day of class. Students may be administratively dropped by the instructor after the fifth (5th) absence.

If the course needs to move to a virtual format due to COVID-19 complications, we will continue to use Google Classroom as our LMS. Instead of F2F lecture, activity, and discussion, we will move to using NearPod for content conveyance as well as zoom weekly check-ins with the instructor. If any given student must miss class for reasons related to COVID, the student must contact dwake and request access to alternative NearPod and zoom resources to meet attendance expectations and to access relevant content.

### **In-Person Class Expectations**

One of my highest values in the classroom is for us to demonstrate respect for one another. My goal is for you to sense my deep respect for you as a student and human being, and I ask you to demonstrate respect for your fellow students and for me as your professor. Below are some ways we can demonstrate mutual respect in person.

- Each one of us contributes to an environment that is physically and psychologically safe and conducive to learning. Although our classroom spaces may not always require distancing and masks, we can show respect for others by wearing masks, keeping our distance from others to the extent possible, and not attending class in person when we have been exposed to or diagnosed with Covid or other illnesses.
- Show respect by choosing your words thoughtfully and expressing disagreement in constructive ways during class discussions. Monitor your body language and tone of voice to ensure they also show respect for others.
- Show respect by coming to class prepared and on time and by participating in class discussions. Monitor your participation to ensure you are neither dominating nor disengaging from dialogue.
- Show respect by “unplugging” from outside distractions while in class. Please put your phone on silent when entering class. I encourage you to use your electronic devices to conduct course-related research, access online course materials, and take notes. Be aware that abusing this privilege could result in you being asked to put away all electronic devices indefinitely.
- Show respect by being honest in your communication and, when relevant, by contributing to group assignments in a meaningful way. Commit to doing your fair share of the workload and expect others to do the same.

### **Zoom Class Expectations**

If we need to hold class sessions on Zoom for a time, consider the Zoom space an extension of our classroom space. Therefore, you will be expected to maintain respectful behavior online consistent with our shared norms of respectful behavior in person. Below are some ways we can demonstrate mutual respect online.

- Just as we wouldn't lie on the floor or not wear a shirt during in-person class, we show respect for each other by sitting upright and being appropriately dressed during Zoom sessions.
- We show respect by not multitasking during class time. Research on the way our brains work shows we aren't truly "multitasking" anyway; we are task switching (going back and forth between tasks), which means our focus and attention on any given task is distracted and diluted. Therefore, show respect by not doing other work (or being at work or driving!) while we are in class on Zoom.
- Show respect for one another by having your camera on at all times unless you have a valid reason to turn it off briefly or have gotten permission from me to leave it off. If you need to turn it off for a short time, send me a private chat to let me know in advance if possible. Additionally, be aware of what is in your camera frame and try your best to keep distracting movements from others off camera to the extent possible.
- Show respect by keeping your microphone muted unless you are speaking. To indicate you wish to speak, use the Raise Hands Reaction in Zoom. If questions arise, you are welcome to type them in chat also.
- Show respect by logging on by the time class starts and not logging off before class is dismissed. Find ways to contribute that fit your personality and preferences: vocally join the conversation, text in the public chat, participate in polls, use Reactions to affirm others, and, when relevant, participate actively in breakout rooms. I want the class to be meaningfully different because you are a part of it.

## **N. ADDITIONAL POLICIES:**

### **Face Coverings**

Students are expected to follow all university requirements regarding face coverings. The university will use a three-color system alerting campus of our community transmission status and what actions faculty, staff, and students should take regarding masking.

- RED – This means the CDC has this region of Arkansas at a Substantial or High Risk of community transmission. Masks will be required on campus in indoor spaces.
- YELLOW – When the CDC lists this region of Arkansas at Moderate Risk, we will encourage the use of masks indoors.
- GREEN – Once the CDC lists the region as Low Risk, the campus will follow normal business and operational patterns.

### **Student Handbook Policy**

Students are encouraged to familiarize themselves with all policies listed in the UCA Student Handbook to include the UCA Sexual Harassment Policy and the relevant academic policies. The handbook can be viewed through the UCA web site - <http://uca.edu/student/student-handbook/>. Language from the handbook is excerpted below.

### **Academic Integrity**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

### **Americans with Disabilities Act**

UCA adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450-3613.

### **Student Academic Appeals: Grade Appeals**

The College of Education's Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University of Central Arkansas Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic [Grade Appeal Policy](#). This policy is located on "policies" link of the College of Education website.

### **Professional and Ethical Conduct Policy**

Because the standards of the education profession exceed those addressed in other university or college policies, the COE Professional Education Unit has adopted a [Professional and Ethical Conduct Policy](#) to address those professional and ethical behaviors. In essence, this policy states that students must adhere to the prescribed professional and ethical standards of the profession for which they are preparing. The policy document provides a definition of professional and ethical misconduct, guidelines for reporting misconduct, and an appeal process. It is located on the "policies" link of the College of Education website.

### **Title IX Disclosure**

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot



maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>.

Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

## **O. STUDENT EVALUATIONS (Fall & Spring)**

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on Monday, April 12, through the Sunday after finals week by logging in to myUCA and clicking on the Course Evaluations task. Survey results are shared to the instructor after submission of final grades.

## **P. MASHBURN EMERGENCY PLAN**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

All UCA students taking classes in Mashburn Hall should be familiar with the Mashburn Emergency Plan located at the following link: <http://uca.edu/mysafety/files/2013/06/bep-mashburn-eps-20122013r2.pdf>

See final page of syllabus for **Mashburn Emergency Plan Summary**

## Q: BIBLIOGRAPHY

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## Mashburn Emergency Plan Summary

**All faculty and staff should enter the UCA Police Department number to their cell telephones, (501) 450-3111, and sign up for the UCA Alert System.**

Faculty shall ensure that emergency notification messages can be received in the classroom either by students on their cell phones or by the faculty member. The UCA Alert system is an integral part of our campus' ability to respond to an emergency and minimize risk to life. If a faculty member instructs students to turn off their cell phones, the faculty member must be able to receive emergency notifications from their registered personal cell phone that is turned on and immediately available.

### **(1) FIRE OR OTHER NEED TO EVACUATE THE BUILDING:**

During evacuation of Mashburn, it is the duty and responsibility of all faculty and staff, as they evacuate, to look for any person who may need assistance and to notify emergency personnel outside the building. Employees should advise any individual whom they observe is not evacuating to exit the building immediately. Once outside, employees should notify emergency personnel about any individual whom they know to have remained inside the building.

**If fire, Pull fire alarm** and dial 911 from safe distance to provide details. Be sure to inform the 911 dispatcher that you are in Mashburn on the UCA campus.

**Evacuate building** as soon as alarm sounds by using stairs. Do not use elevator.

Proceed to emergency assembly area located at south side of the Fountain.

**Move away** from the fire and smoke and warn others on way out.

**Do not** open a door if it is hot.

1<sup>st</sup> Floor north and east occupants exit through northeast exterior doors of building (or whichever exit is nearest).

1<sup>st</sup> Floor west and south occupants exit through southwest exterior doors of building (or whichever exit is nearest).

2<sup>nd</sup> Floor north and east occupants exit through either the north or east stairwell (or whichever stairwell is nearest) and then either of the northeast exterior doors of building (or whichever exit is nearest).

2<sup>nd</sup> Floor west and south occupants exit through either the west or south stairwell (or whichever stairwell is nearest) and then the southwest exterior doors of building (or whichever exit is nearest).

**All** proceed to emergency assembly area located at the west side of Mashburn (between Mashburn and Hughes).

### **(2) TORNADO:**

**Move** as quickly as possible to the interior area of the building (inner hallways, inner rooms).

**Stay off** elevators.

**Do not** panic and watch out for others who may need assistance with stairs.

### **3) ACTIVE SHOOTER OR VIOLENT INTRUDER: SHELTER-IN-PLACE:**

If alerted to violent intruder:

**Move** to safe place or if in classroom, stay put.

**Stop** classes or work; cease all business operations.

**Stay** in your classroom/work area with all doors locked.

**Lock** and/or barricade the door with furniture and equipment.

**Close** blinds or cover windows with other available materials.

**Turn** off lights, radios, dim computer screens and silence cell phones.

**Remain** silent.

**Consider** risks before leaving.