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EDAD 890: Diversity and Equity in P-20 Educational Organizations—A Peer Review of Teaching Project Benchmark Portfolio

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Peer Review of Teaching

Benchmark Portfolio

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2015

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Objectives of Peer Review Course Portfolio

As a brand new faculty member to the university system and to higher education, I was given the opportunity to develop and teach a brand new course entitled: Diversity and Equity in P-20 Educational Organizations. With this course only being taught a total of three times, each by me, I was unsure if I systematically explored what students were actually getting from the course in connection to the lessons being taught and the assigned activities.

In creating this portfolio, my goals were to improve my teaching in terms of creating a stronger relationship between the things I wanted my students to learn and the assignments in which they were to learn them. I also wanted to be able to utilize student feedback throughout the course as an assessment tool to reflect on my online teaching practices, the design of the course, and how students perceived the course in general.

Overview of the Course

EDAD 890: Diversity and Equity in P-20 Educational Organizations is an online, three-credit, newly required course for Educational Leadership and Higher Education Doctoral Program in the Educational Administration Department. During this particular session, there were 15 students in the course who were all at the graduate level, majoring in the Educational Administration Department. This particular course was taught in the Spring semester.

Course Description:
The purpose of this course is to understand the individual and organizational issues of diversity and multiculturalism in P-20 schools. This course is designed to increase the students' knowledge and appreciation of: cultural, social, political, and economic realities of our complex, pluralistic society in relation to our educational system. Through integration of relevant information from history, law, interpersonal development, organizational development, and philosophy, this course will attempt to develop a complex, comprehensive understanding of diversity and equity.

Course Objectives:

1. To understand the value of a diverse and comprehensive organization.
2. To develop and cultivate a complex understanding of oppression, social justice, power, and privilege and how these concepts impact individuals, organizations, and societies.
3. To engage in activities that will foster greater understanding of diversity in educational settings.
4. To develop an awareness of the diversity of cultural experiences that affect teaching, learning, and developmental relationships in P-20 schools.
5. To discover the assumption and tacit beliefs which exist in the professional discourse of P-20 organizational practice as well as discovering the core assumption of our own socialization.

Course Format:
This online course is designed to facilitate discussion based on required readings. Full and active engagement in meaningful dialogue regarding relevant issues concerning diversity and equity in education is expected of each student. There will be various activities and exercise related to different topics and/or concepts being covered.

Teaching Methods/Course Materials/Course Activities

In order to meet the specific goals discussed and to ascertain to what extent the students achieved the goals in the course, I redeveloped course assignments and activities so they were more closely related to the objectives of the course as well as designed and included rubrics specific to the outcomes of each assignment and/or activity. The course was sectioned off to five learning modules. Each module focused on a specific area of diversity and equity as it related to P-20 education. Each module utilized a combination of readings, videos, and activities. There was no required text for the course as every reading was uploaded to Blackboard and consisted of current events, journal articles, published papers, and selections from different texts. The module set up was as follows:

- Module 1: Classism
- Module 2: Racism
- Module 3: Sexism
- Module 4: Heterosexism
- Module 5: Ableism

Each activity and/or assignment gave the students an opportunity to connect the learning objectives, to the readings and/or videos, to personal experiences, as well as to the discussions which took place. All activities and assignments were completed on an individual basis with the exception of one group project.

1. **Weekly Discussion Board:** Since this was an online class, interaction was a very important part of this course. The posts were designed to promote collaboration with other members of the class and to allow students to demonstrate critical thinking and engagement with course concepts. The work on the discussion board included weekly threaded discussions, where each week three students served in a special role on the discussion board. All discussion board forums were connected to the specific module. Sometimes the forums centered around current events (whether local or national), relevant media broadcasts, or documentaries.

   Muse: The role of the Muse was to instigate and inspire discussion around the particular readings and topic of the week by finding a connection to something artistic, spiritual, or poetic. The connection could have been serious or humorous, and should have served to provoke deeper thinking on the readings and the topic at hand. The Muse was responsible for posting the initial entry to serve as an inspiration to the group's discussion.

   The Devil's Advocate: The role of the Devil's Advocate was to keep the discussion vibrant and sharp, avoiding tendencies toward group-thinking. The posting of the Devil's Advocate was to be respectful, but critical, and provoke further dialogue. The

Devil's Advocate was responsible for posting a response that took an alternative approach to one or more of the discussion threads.

Summarizer: As the name implies, this role was to post a summary that encapsulated the main ideas from the discussions of the week. This was by far the most difficult role, but also a very valuable one. By rereading through the discussion threads of the week, the summarizer gathered the main ideas that were discussed and made connections back to the readings and topic of the week.

2. **Cultural Memoirs Blog**: This blog assignment was designed to help students think about their own cultural background. They had to collect four significant artifacts that were representative of their cultural background, history, or story. As they considered the artifacts, they had to think about how they are meaningful and reflective of themselves or their cultural background and then they had to compose a reflective essay or some type of multi-media presentation by answering the following questions. The assignments were then uploaded to the blog for everyone to view.

    - What do the artifacts in your memoir signify to you in terms of cultural values?
    - What have you learned from others in your social context about who you are, what is important to you, what values you hold, how you think about education and yourself as a student?
    - What life experiences (e.g., cross-cultural experiences, travel, friend who are different from you) have helped you make what is invisible, more visible related to your cultural values?
    - How have your values and perspectives shaped how you think about others? About difference? About social justice in schools and society?

    This particular assignment allowed for students to not only dig deep into their cultural backgrounds, but served as an initial introduction to diversity within our class. Although we were in an online environment, students were allowed to learn more about one another as well as gain some insight to the many differences and similarities which existed amongst the class.

3. **Reaction Paper**: This assignment was designed so that students could comment and reflect on one of the assigned videos based on the Classism module. Both videos provided a very in-depth look at social class, it inequities as it relates to students, schools, and available resources, and how parents, students, and school officials dealt with these inequities. For this reaction paper, I did provide some guiding questions, but students were not limited to expressing their feelings just based off the questions.

4. **Compare and Contrast Essay**: When thinking about racism, had to write an essay to demonstrate the progression, regression, stagnation of the (P-20) educational system by comparing and contrasting a symbolic, historical, or important event/situation from the past with a more recent symbolic, historical, or important educational event/situation. They had to discuss the importance of the events, why the events occurred, how the events were related to racism, and how they ended and/or were resolved. Then they had to compare and contrast the two events discussing the similarities and differences.

This particular assignment was very intriguing in that students really dug deep to find symbolic or important events (which aren't as well-known) which took place in our history and were able to compare and contrast them to current events. What I liked most about this assignment was that I learned a tremendous amount of information reading the students' essays.

5. **Gender Group Activity**: For this assignment, students worked in groups to develop a visual aid featuring mainstream societal stereotypes regarding roles of men and women or boys and girls. Through group activity, students were able to collaborate with one another demonstrate how they felt society, the media, and even parents perceived gender roles in regards to athletics, curriculum, toys, leadership roles, and even careers. This group project was an opportunity for students to be as creative, while meeting the requirements of the assignment and demonstrating mastery of the objectives.

6. **Mind Map Activity**: After taking an online homophobia quiz, watching the assigned videos, and reading the assigned articles, students had to synthesize what they learned about in all aspects of heterosexism/sexual diversity by creating a mind map. I felt this would be a great way for students to be free in expressing their thoughts in an efficient, simple, and creative manner. With the mind map, at minimum students had to include:

- The definition of heterosexism or sexual diversity
- Personal beliefs
- Common societal perceptions
- How sexual diversity is supported in P-20 organizations
- Benefits of having these organizations
- Challenges faced by LGBTQ students who are open about their sexuality
- References

7. **Article Review**: This assignment was designed to allow students to demonstrate their general knowledge of current issues and trends as it related to ableism. To complete the assignment students had to first choose a disability. Then they had to choose one article (website, video, or presentation would be okay) commensurate

with the topic and to critique it in a comprehensive and personal way. The goal was to portray in a concise and effective manner the main points of the information and to bring in their own position with a wider perspective of approaches and theories that may be pertinent to the theme. This gave students the opportunity to demonstrate an initial understanding of this topic, its implications, its challenges and potential.

8. **Final Project**: For the final project, students had two options.

Option 1- Students could watch a movie about any of the "isms" we learned in class. They could choose any movie they wanted (animated, short film, full feature, etc.) as long as it interested them and fell under one of the "isms" categories. While viewing the movie, students had to think about what they read in class, the interviews and information that were given in the videos and discussions that took place to see whether or not there is a correlation. Then they had to create a 7-10 minute multimedia presentation (with voice).

Option 2- Students could also attend an event/presentation in which the group of people was different from the people they mostly identified with or who were in their normal daily circle. While at the event, students had to take note of your interaction with the people at the event, how they felt during the interaction, and how they viewed other's perception of themselves. Then they had to create a 7-10 minute multimedia presentation (with voice). Below are the requirements for the presentations for both options (but were not limited).

- The title of the movie or event
- A synopsis or summary description of the plot, presentation topic, or event
- What insights, new information, or attitude changes were gained about the particular issue or group involved
- Describe the implications your new attitudes, insights, or information have for your behavior as a student, a teacher -for those in education, an employee or boss, a mentor, a parent, and personally .

This by far was one of my favorite assignments of the class because students demonstrated their knowledge on one or more of the diversity and equity issues discussed in class and they for the most part went above and beyond on this final project. To my surprise, I had several students choose option 2 and attended programs from Pow Wows, to Debutante Balls. The efforts put in by the students were incredible!

Analysis of Student Learning

In the following section, examples of student work will be provided that exhibit evidence of having met the stated goal or objective. Specific grade comments for the student assignments are not included, however final grades are included.

Reaction Paper 1-Grade A

[redacted]

Classism & Poverty In America's Schools

After watching the video I experienced a lot of mixed feelings. The mixed feelings consisted of hurt, frustration, anger and disgust from watching people struggle with poverty. However, I was also able to, from time to time, understand the truth in a lot of things being said. Although, the United States has awareness of these situations and of inequality, they fail to act and help the situation. They refuse to fix these things such as the unequal education system, which was discussed in the video; but my question is why? My opinion is that, the world has to be like this. If the world didn't have a working class or a lower class then who would work? Who would do the things that those of the higher class don't want to do? Again, this is just my opinion but this makes sense so this is what I believe.

This piece relates to my experience because I grew up in Harlem, New York. Although I was not aware of the inequality in the educational system as I was growing up, I still managed to receive a really good education. My school was not the best when it came to the behavior of some students or the graduation rate, however, people did succeed. It is not all about the school that someone attends or about the economic class of their family in which the video supports, that will determine one's success but I believe it is the

determination of the individual. My Junior HS wasn't the best, and yet I am in Nebraska, working on my second degree; and am already successful because I am determined.

At the end of the poverty/classism video, the young lady shared her dream to be a child defense lawyer. As long as she stays determined to achieve that goal, nothing can stop her from achieving her dream. It takes patience, and consistent action to achieve goals.

I would have to say that this piece did hold my attention in full. I am interested in topics as such. Learning about the difference in counties and the difference in school districts when it comes to the poverty rates is what I learned from this video. It shared several school districts that had very large gaps in their poverty rates i.e., (New York's Kinderhook Central District 6.6% poverty to Raquette Lake Union District 100% poverty). As the young men from different neighborhoods and different classes explained the things each possessed and experienced at their schools, it was no shocker for me. It is easily recognized that schools don't have the same curriculum if they are in two different economic classes. One of the main reasons for this is explained in one word "resources". If you have resources, then you can obtain things that others can't; especially if they do not possess the same resources as you. This is where one child gets placed in advanced classes & one gets placed in general classes (video example).

This piece, as stated before, brought mixed feelings upon me. I did not take it personal, however, while in the process of watching the video, I thought to myself "and the government does nothing about these things". That statement kept running through my head, from story to story, I continuously thought about the government and how they allow these things to happen. Living in your car cannot be acceptable. If I could ask the author of

this piece anything it would be "did help these individuals?" Did you spare money? Did you attempt to teach these poor children anything, or at least connect them with resources? Because I can't hear things like this, and not do anything. My heart desires to help people in these situations.

Reaction Paper 2-Grade A

Classism and Poverty in America's Schools

This piece related to me on a personal level as I went to a diverse public high school in Omaha (Omaha South). I knew many students who worked jobs after the school day was over to help support their families. It was necessary for them to work to make ends meet and help with bills and groceries for their entire family. I was fortunate that when I worked my job during high school the money I made was used for me to pay for a car and to have some spending money. Some of it was also used to save for college tuition.

The grocery store I worked during high school had many high school kids working there who were supporting their families. I would give rides home to many of my co-workers from time to time and it did make me realize that my definition of a "bad day" would be different from theirs. While we did not have a lot of money growing up, we never went without eating a meal. Some of my co-workers did not have that "luxury." I know it was hard for them to balance work and school and sometimes work had to win over school, otherwise their family would not be able to pay the rent or buy groceries.

This piece held my interest as it pointed out that good education is the only way to break the cycle of poverty. Poverty makes one fall behind and it seems to be a never ending cycle. One thing that was interesting that they pointed out in the video was "your income

level plays a larger role in your academic achievement than your race." When articles seem to be written every day about how the 1% control over half the wealth in the world, it does seem to me that no matter what color you are, if you grow up in poverty, you really do not have a chance to succeed. I am cognizant that, because of white privilege, a lower income white person may get more opportunities than a lower income black person, but this is not guaranteed either. Being born into poverty will most likely make you fall behind others (no matter what your race or gender you belong to).

Part of the piece that bothered me was the large number of children who were homeless. It seems a quality education would be the only way to break this cycle. I would ask the creators of the video what exactly they think should be done to break the cycle. How do we make an equal education for all from the schools located in the affluent suburbs to the lower income area schools? Pointing out the problem is one thing, but they really did not offer any solution. This is something that I realized while viewing this piece. What is the solution? How do we level the playing field? If one school can't afford supplies for their teachers but another one has their own TV station and auditorium with the latest technology, can we really achieve any sort of level playing field? How do we break the cycle to give everyone the same education?

One thing that needs to be stressed to young people is the importance of them receiving an education. Parents/guardians/care-takers have to stress this in children that an education is the most important thing. I was impressed to see in the video the young, homeless children who live in the van realize that an education was their only way out. One of them wanted to be lawyer and knew what she needed to do to achieve that goal.

Having that parent/guardian/teacher encouraging this to happen is very important and this is one way we can break the cycle of poverty.

Reaction Paper 3-Grade A-

After watching "Separate and Unequal" (Koughan & Robertson, 2014), personally this segment bothered me. I felt disgusted that it was actually happening in the United States and believe that it is many steps back for our country as a few stated in the video. I do not believe that it is ok for this to be happening.

This piece did hold my interest. At first, I thought it was going in a different direction about making sure that students in more underprivileged areas were getting a good education. Once it took a turn about making a new independent school district, my interest peaked and also my blood pressure started to rise. The piece bothered me because it is segregation and the people voting for the new district do not see it in that light. They are only looking at the situation from their point of view. They were not seeing it as a whole and as a betterment of the community. That is what bothered me the most. I think it is very beneficial for people to be in diverse settings and be outside of their comfort zones.

Many questions arose because of this piece. First, I would want to see what research the people who voted in favor for this, completed. I would also want to see more stories like the students that are negatively affected and make sure their stories are being heard because right now it seemed that they are being oppressed more.

My realization after viewing this is that this country is not forward moving. We unfortunately taking steps backward in regards to equal rights and that is not ok. Even

more recent events have proven that. We need to stand up for each other and especially for those that are in need- not give more rights to the upper class or majority. I feel very disappointed as a whole after viewing this. It makes me beyond sad and angry with people in the country.

Compare and Contrast Essay 1-Grade A

Introduction

This essay will look at two events in the history of American higher education and how they relate to racism. They both are in reference to legislation that was passed in the United States of America. One of them was passed at the federal level and one of them was passed at the state level. The two events that will be discussed are the passage of the Land Grant College Act of 1862 (which will be referred to as the Morrill Act of 1862 for this paper) and the court case of *Schuette v. Coalition to Defend Affirmative Action* (2014). These pieces of legislation relate to racism in higher education because legislation has been used to deny the rights of minority students to enroll in higher education institutions over the years. While one of the laws was able to somewhat correct the problem, the recent course cases seem to make it harder and harder to get the problem corrected. By hiding behind some notion that it is fair to all to not have any type of admission quotas based on increasing diversity, this allows states to make sure that they can keep the number of minorities enrolled at their institutions at a lower level if they desire to.

Morrill Acts

The Morrill Act of 1862 was one of two pieces of legislation that was made into law that established land-grant institutions. The other one was the Morrill Act of 1890

(Rudolph, 1990). The Morrill Act of 1862 was important to forwarding higher education in the United States because it was designed to allow for the teaching of technical education and to also "promote a liberal and practical education of the industrial classes in the several pursuits and professions of life" (Rudolph, 1990, p.249). There were also other benefits to it as well (an example is the disposal of public lands).

The United States Congress passed another Morrill Act in 1890 because there were many states in the South that had established technical schools (almost similar to land-grant colleges) that were created to educate African Americans to be teachers. However, the United States government could not get the cooperation from some of these states in the South to financially support the institutions (Appleby, 2007). The Morrill Act of 1890 was created and passed so that the southern states would not get funding for colleges that denied admission to students based on their race, unless they agreed to start a separate but equal facility (Rudolph, p. 254). The Morrill Act of 1890 allowed for the segregated South to create institutions called "1890 land-grants" (Association of Public and Land-Grant Universities, 2012, p.4). This basically created black land-grant colleges and universities (which today are called historically black colleges and universities).

These two pieces of legislation are important because it showed the racial divide that occurred in the United States at the time. It took until the beginning of the Civil War for this legislation to pass. When the Civil War ended and the southern states came back into the Union, they created these land-grant colleges as well. It did take some time for the government to realize that the South was not creating opportunities for African American citizens and that is why the second act was passed.

There was no doubt of the racist intentions of the states in the South to keep the African American population from receiving an education. Even though this was able to be resolved with the passage of the Morrill Act of 1890, it showed that the South would continue to discriminate against African Americans at any cost (especially through the utilization of Jim Crow Laws).

Schuette v. Coalition to Defend Affirmative Action

Various court cases have been decided over the past few decades that relate to affirmative action policies of higher education institutions. While some early cases would point out that diversity in higher education is important, courts have generally not allowed admissions to universities primarily based on race quotas. In *Regents of the University of California v. Bakke (1978)* the United States Supreme Court imposed limitations on affirmative action as they wanted to make sure that opportunities for minorities did not come at violating the rights of the majority. In *Fisher v. University of Texas* (2013) the U.S. Supreme Court allowed for the continuance of using race as a factor in admissions, but only if workable race-neutral alternatives are not working.

The case *Schuette v. Coalition to Defend Affirmative Action* (2014) upheld a state constitutional amendment that was passed in Michigan. The amendment did not allow public universities and colleges in Michigan to implement a race-sensitive admission policy. When this was appealed all the way to the U.S. Supreme Court, the justices did not exactly address if the admission policy is legitimate or not, they only ruled on the constitutionality of the amendment process that was used to pass the law. By looking at it from this view,

the U.S. Supreme Court basically made it a states' rights issue and they did not address the affirmative action clause of the amendment.

A quote from a law professor said that "with today's opinion, the court has placed responsibility for affirmative action squarely in the hands of the states. State universities can choose to adopt affirmative action admissions programs and state voters can choose to discontinue them" (Mears, 2014). Making this a states' rights issue seems to me to be transporting us back to prior to 1890 where certain states seem again trying to suppress the education not just of African Americans, but all minority and under-represented groups in higher education.

Similarities and Differences

The similarities between the two events talked about in this essay are that they both relate to legislation that has been passed in the United States in reference to higher education and minority students. The Morrill Acts that were passed called for education of students, but some states refused to educate minority students (at the time mainly African Americans) by denying them admission to colleges and universities. When a second act was passed to alleviate this, the southern states just created separate colleges for African Americans. Affirmative action in higher education is necessary to help with diversity at colleges and universities. While recent court cases have not out-right banned affirmative action at the federal level, the courts have allowed individual states to enact laws that make sure colleges and universities and that state are not allowed to admit students based on race. Like the first Morrill Act, this is allowing states to once again discriminate against minority students. While this does not necessarily ban minority students from attending

colleges and universities in their state, it is a slippery slope that allows them to possibly severely limit the amount of minority students that they admit because the law allows.

The difference between the Morrill Acts and recent court cases are that the Morrill Acts was eventually able to correct the problem of suppressing the rights of minorities to enroll in higher education institutions. While the other legislation is newer (and the associated court cases that affirmed them) there have not been any successful attempts to correct the outcomes of the court rulings. The courts are allowing states to discriminate against minorities under the guise of this being a states' rights issue. The states get to pretend that they are not being racist because they are still allowing minority students to enroll (which, to be honest, is technically true). They are, however, setting it so that they can severely limit the number of minority students that get accepted.

Conclusion

The recent court cases are mainly motivated by politics. Most higher education institutions in the United States realize that a diverse campus is something that they should strive for at their institution. Those that are trying to portray this as an issue of states' rights are trying to shield from view their outright racism on this issue.

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Compare and Contrast Essay 2-Grade A

Past Educational Event

The Grutter v. Bollinger court case was significant in the history of higher education because it established that, with some stipulations, affirmative action could be used in college admissions. A key component of this ruling was that "diversity is a compelling interest in higher education" (Alger, 2012, para. 1), however race must be treated as one of multiple factors used in diversifying college admissions. Essentially this was intended to protect against policies that "automatically increases an applicant's chances over others simply because of his or her race"—which the court regarded as unconstitutional (McBride, 2006, para. 1). In addition, these considerations were only deemed appropriate in situations where the institution is striving to attain a "critical mass of underrepresented minority students" (Alger, 2012, para. 1). The court struck down the use of automatically granting minority students additional points during the admissions process.

Minority student populations—particularly American Indians, Latinos, and African Americans—are disproportionately represented at colleges and universities across the U.S. in comparison to White students. Affirmative action policies provide institutions the

opportunity to consider race during the admissions process to ensure that these populations are more proportionately represented. However affirmative action has been challenged by proponents who argue that it is in fact a form of reverse racism. For instance, Sacks and Thiel (n.d.) argued that racial preferences harm poor White and Asian applicants at Stanford by replacing these sometimes more qualified students with less qualified students based on their racial background. The authors further asserted that the "underlying assumption" of racial considerations assume that "all minorities think a certain way"—which they believed was an offensive stance (Sacks & Thiel, n.d., para. 6). The use of racial considerations in college admissions has not gone uncontested—numerous court cases have challenged the constitutionality of these decisions. One such example is the Fisher v. UT case in which a White applicant challenged her denial to admissions on the basis that the University's admissions policy did not specify how it advanced diversity (Fisher, 2014).

Recent Educational Event

In 2006 Michigan citizens voted to change their state constitution to prohibit colleges from giving "preferential treatment to any individual or group on the basis of race, sex, color, ethnicity or national origin" (Mears, 2014, para. 3) during the college admissions process. The constitutionality of this decision was brought to the Supreme Court and in 2014, the Supreme Court upheld the ban. The decision was not unanimous; Justice Sonia Sotomomayor emphasized her disagreement with the ruling by reading her dissent in court. Although reading a lengthy dissent was not typical, her speech certainly shed light on the value she sees in affirmative action policies. The Associated Press (2014) shared one particularly impactful statement from Justice Sotomayor—"without checks, democratically

approved legislation can oppress minority groups" (para. 6). By referencing oppression, her speech connected affirmative action to an aspect of racism.

The Supreme Court decision has sparked mixed reactions. One of the plaintiffs in the case, Professor Kevin Gaines, expressed that although students benefit from a diverse classroom experience, the ban "has meant less diversity in our universities, which has had a chilling effect on the quality of discourse in the classroom" (Mears, 2014, The Latest Step section, para. 8). Interestingly, minority enrollment overall was reported to have decreased since the ban was passed, with the exception of the University of Michigan—a flagship university—which reported stability in diversity enrollment (Associated Press, 2014; Mears, 2014). Ward Connerly, president of the American Civil Rights Institute, stated that "most Americans have made up their minds that the government should not treat people differently based on race" (Lewin, 2014, para. 12). This was further supported by Clement (2013) who reported that approximately 75% of Americans oppose university affirmative action policies. Although this statistic should not be considered an accurate reflection of our population's views, it does bring an important consideration to the forefront—many citizens disagree with affirmative action.

Although there were questions of whether race should be considered during the admissions process when affirmative action was acceptable, the decreased level of racial diversity in postsecondary institutions after this ban also brings questions of racism to light. If indeed rejecting "more qualified" White students in place of "less qualified" minority students was racist, what should we call an educational system that perpetuates disproportionate admissions to minority students? Even more importantly this calls to question what these qualifications are based on—standardized test scores that we know

minority students as a whole score lower on than White students? Many minority students live in impoverished areas with school facilities that do not have as many resources or highly qualified instructors as others. Should we evaluate these students on their grade point averages or the number of advanced courses taken by students that are educated in such facilities?

Comparing and Contrasting the Events

When examining these two events, one obvious similarity is that they were both cases brought to the Supreme Court. Both cases also brought constitutional implications of affirmative action admissions policies to question and also shed light on a major issue facing educational institutions today—racial inequity. Interestingly, both cases also took place in Michigan. However the stark distinction between these two cases is that the Grutter v. Bollinger case protected the institutional right to use race as one among many factors during the admissions process, while the Supreme Court supported the decision to ban the use of race in the Michigan voter case. I also interpreted the result of these events in relation to the larger picture of U.S. public education differently. The Grutter v. Bollinger case demonstrated the progression of our educational system, in that, an area of weakness was identified (presence of diversity on campus) and a solution was adopted to address this issue. Regardless of whether this was the "correct" answer or the best solution is irrelevant—it simply showed that our system was moving toward change. In my perspective, the Michigan voter case demonstrated dual roles in relation to the educational system. On one hand, this in many ways feels like regression. Our system had a solution to a critical concern in higher education and yet this solution was repealed, which gave the sense that educational institutions took a step backward. However, one could also interpret

this turn of events as an opportunity to progress once again. Clearly discrepancies exist among various racial groups as far as college access and choice is concerned, but the question is whether affirmative action policies truly get at the root of the problem or if they simply put a band aid over an even deeper system flaw.

Both of these cases provided educational administrators a new stance on what considerations were deemed appropriate or inappropriate in terms of admitting students. Ultimately the Michigan voter case has broad implications for higher education in terms of identifying alternatives to race-based admissions policies. While race may still be a consideration for states that have not enacted bans, many educators are looking to other ways to ensure diversity exists in higher education institutions, such as taking into account whether a student is a first-generation college student or from a low-income household (Lewin, 2014). One suggestion made by Richard D. Kahlenberg, a senior fellow at the Century Foundation, was that universities should ensure admission to the top students from each high school in the state (Lewin, 2014). The problem with this is that institutions such as the University of Texas already admit the top ten percent of graduates from Texas high schools, but have still relied on racial considerations to achieve balance in diversity (as illuminated in the Fisher v. UT court case) (Fisher, 2014). I believe Kati Haycock, president of the liberal Education Trust, pointed to the root of the issue when she stated,

> I just keep wishing that the people who spend so much time trying to end racial preferences in higher ed would work to end the racial differences in the education we provide K-12, which is why we need the racial preferences. (Lewin, 2014)

If the problem is that a disproportionate number of minority students are meeting the qualifications for university admissions, we have to question why this is happening. What

preparation or skills are these students missing in K-12 education that puts them at a disadvantage? Educational equality is certainly an important issue that deserves the attention of our country, although there is no simple answer to this discrepancy, hopefully our system can continue to progress toward a better solution.

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Compare and Contrast Essay 3- Grade A-

Since our second module I have not been able to stop thinking of the conflicts going on in Baton Rouge with a segment of the population wanting to break away and incorporate St. George. Although we watched that video for the 'Classism' topic I feel very strongly that it ties in to the 'Racism' topic as well. I am choosing to look at the impacts of the landmark case Brown vs. Board of Education on the educational system and compare it with the more recent issues that are taking place in Baton Rouge.

Brown vs. Board of Education is important because the ruling found segregation in public schools to be unconstitutional. There is a rich history of previous court cases that were similar in nature but ended with a different ruling. This event occurred because there were five different court cases that made their way to the Supreme Court. When the five cases reached that level in the court system they were merged into one because, although they had different details, they all concluded with the fact that segregation in public schools was unconstitutional. This is directly related to racism because it was the beginning of the end of segregation in public schools. This event ended with the courts of each state being made to determine a desegregation plan. Although it took years to desegregate, it began the process of ending that horrific era in our country's history.

Things did not miraculously change after desegregation was mandated. There were plenty of ignorant, racist individuals and hate groups who chose to try and uphold their own twisted version of the law. Our country definitely progressed as the years passed, ending segregation in public places and especially within the school system. In my opinion, with each racist comment or action we regress. There is never solely progression because of those ignorant, racist individuals and hate groups. I think that in times of stagnation, heroes rise to the top and inspire people to keep pushing for change. An obvious example of such a hero would be Martin Luther King Jr. and the great passion he awakened in so many.

Right now in Baton Rouge they are fighting a battle with a group of individuals within their school system who are trying to break away and incorporate their parish of St. George. These individuals are interested in doing so because they want to be able to have more control of the school system where their children attend and how their tax dollars are used. They are currently gathering signatures to have the issue placed on the ballot for the next election. This is important because much of the Baton Rouge school district is minority and of lower socioeconomic status (SES) and the residents of St. George are mostly white and middle-to-upper class. Incorporating St. George will take money from the district and leave the already disadvantaged more disadvantaged.

This conflict has occurred because many of the St. George parents are unhappy with the grades that the school system has been getting and are frustrated with the high levels of crime in the schools. I believe that this is related to racism because the middle-to-upper class white parents in St. George believe that the low grades the schools receive and the criminal activity in the schools are a result of the lower SES minority students. Their

wanting to break away and incorporate their parish implies that they believe that their children are too good to be around such riffraff. They claim to not have malicious or racist intent, but I do not buy into that tactic one bit. This event is still ongoing; as of October 2014 they hadn't gathered enough signatures to be on the ballot so they are still collecting signatures.

Though our schools system has clearly progressed over the years, the petition to have St. George incorporated is a clear sign of regression. I can only hope that they are not able to gather enough signatures, otherwise this could really start a trend and end up re-segregating our schools. It is really unfair to the lower SES students and parents who depend on the school system for an opportunity to better the next generation. I think that in times of stagnation people will rally around what they know to be right and just. In recent years we have had several high-profile cases involving racism and has brought the topic back to the forefront. It is my hope that in light of the recent cases there will be enough people fired up that they can see right through the false claims of the St. George people. If their petition advanced to the ballot it is not a good sign of things to come.

These events are similar in that they both have middle-to-upper class white people trying to make the rules and having no regard for others. Although they occurred decades apart the similarities are sickening. The people of St. George know very well that if they are able to incorporate that their children will no longer attend school with minorities, just as the people in the fifties and earlier tried to keep the schools segregated for the same reason. The events are different in that the tactics used are different. In the earlier case, the white people were openly racist and disrespectful. In the later case, the white people are

sly and manipulative and claim to be looking out for the best interests of their children and community.

The fact of the matter is, someone has to look out for the minorities and underprivileged in America because a frightening number of people do not seem to care. To think that we might be regressing in this area is disheartening, and I look forward to the predicted day when whites are the minority and our voices are no longer as powerful. Very few use that voice to make positive changes in our world, and more often than not I find myself humiliated and ashamed of something an ignorant, racist white person has said or done.

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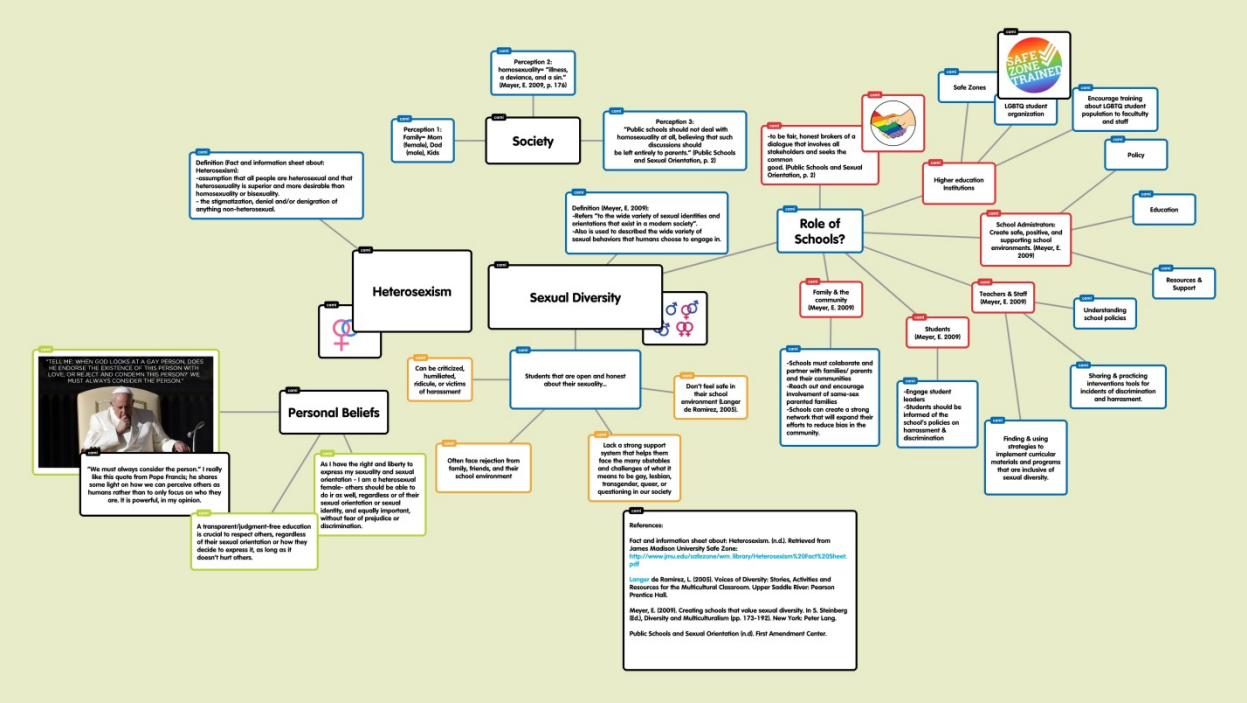
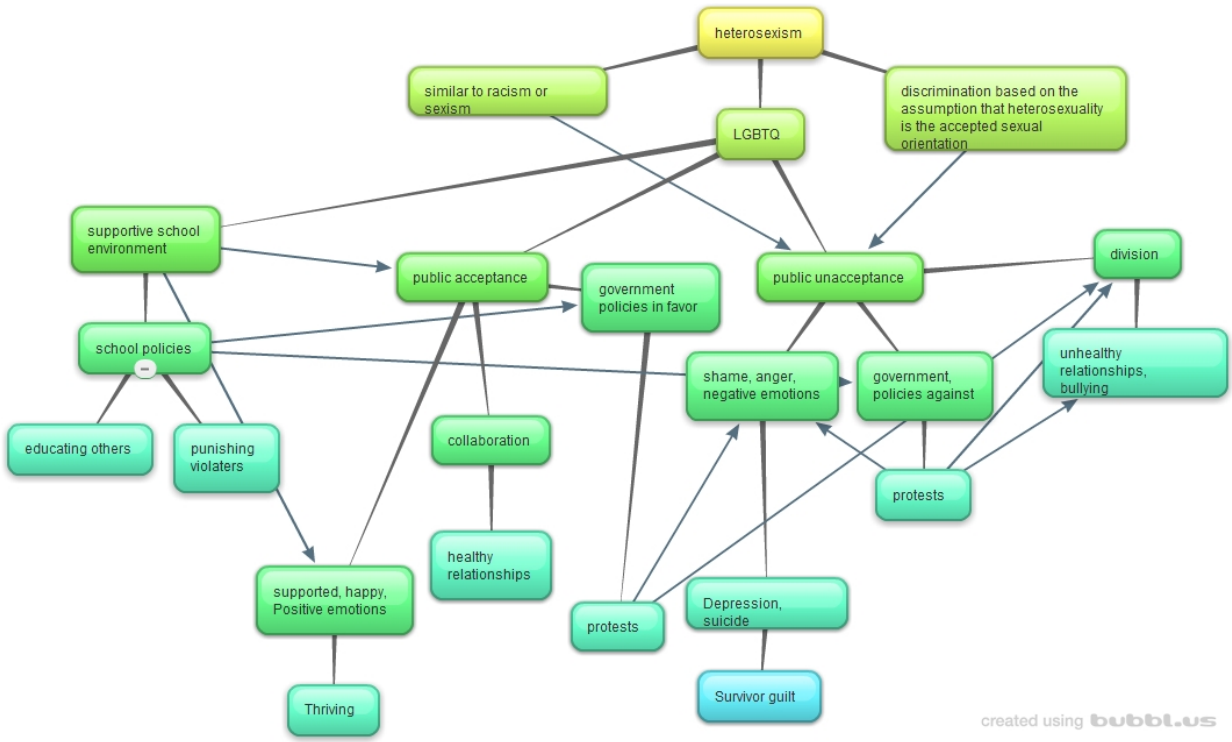
St. George Petition http://www.stgeorgelouisiana.com/

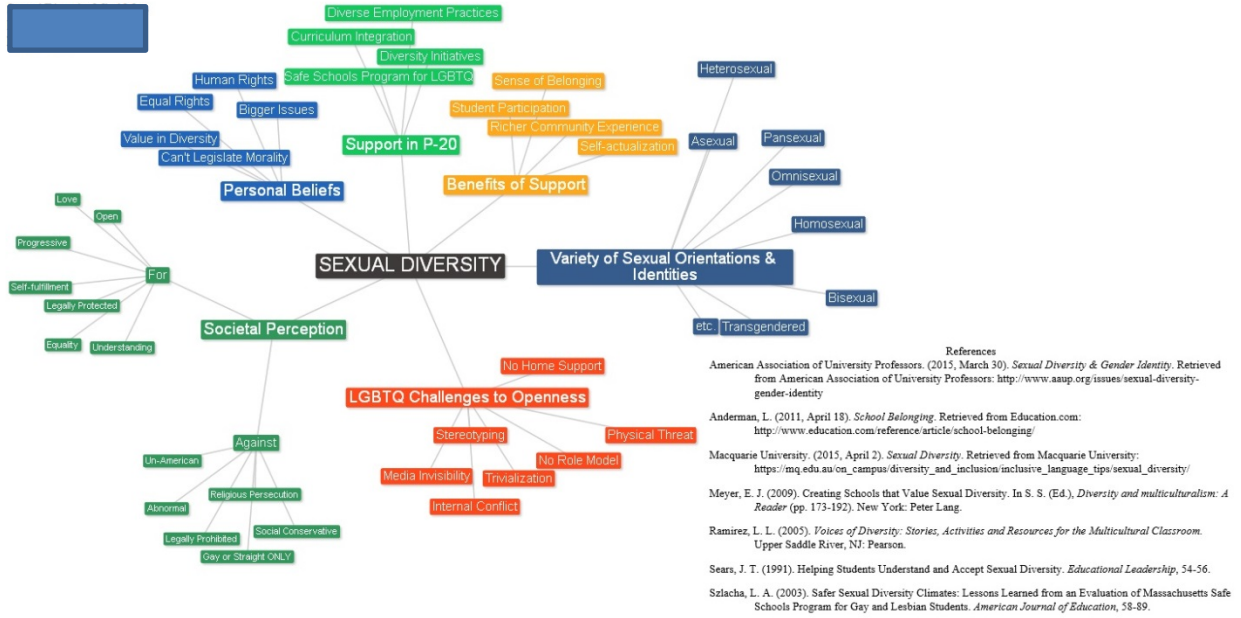
Mind Map Activity 1-Grade A



Mind Map Activity 2-Grade A



Mind Map Activity 3-Grade A



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Examples of Discussion Board Posts

Most of our discussion revolved around socio-economic class. It is interesting that there was little discussion about how race could play into educational classism. There was a lengthy article (Hochschild, 2003) in our module 2 readings that discussed how class affects students in public school, and information was included about statistics of race as it relates to class and poverty.

Another point from the reading that was largely missed (only discussed on one or two threads) was the fact that some of the students being rejected from elite higher education institutions are potentially more qualified than those that were accepted. Many top institutions are trying to increase the diversity of their student body, however that is not always happening. Schmidt mentions that some of the students admitted to these elite institutions are admitted because of who they are, who they know, or who their parents know. This second point is something that was discussed within our class.

The point that was most made within our discussion is the fact that we believe individuals should not be judged based on their level of education. Sometimes people cannot control the situations in which they find themselves, so higher education is not always an option. Others may not need higher education to be successful in their career goals. It is important to those of us in class to better ourselves through education, but we ride a fine line between being proud of that and feeling as though we are “rubbing it in” to those that do not have the same level of education.

Greetings, classmates! It appears that many of us have had a similar reaction to reading the article. It has definitely been though provoking. As you know, the role of the Devil's Advocate is to keep the discussion alive and provide alternative views. It has been challenging for me to come up with an alternative view, however, I have given it great though and I began to wonder a few things.

First, would our opinion of this women as "ignorant" or "racist" change if it were to come out that she is in an interracial relationship, or has biracial children? Would we then view it as perhaps she was just trying to make him feel included in the discussion (as many teachers "call out" students in class)? Obviously, the "blacker" comment was way out of line, but what if one of these conditions were the case and she felt like she was teasing with him to build rapport?

This is actually a conversation a friend and I had recently regarding athletics. He wanted to know if I thought that it was racist that he thinks that black men are typically better athletes. He was asking that even if something is stated to be complimentary, is it still racist?

So many things to ponder...what are your thoughts?

I thought this week's article was really interesting and I could definitely see how this could spark some controversy. While I believe we should treat everyone with respect and appreciate individual differences, I think there is a point to which this becomes extreme--purple penguins is extreme. Why would we teach children to avoid mentioning gender? This reminded me of the colorblind approach to race. Should we avoid mentioning that someone is a different race than we are? In my mind we shouldn't because it diminishes the importance of a diverse world. I feel that it is important that children are taught to be sensitive to gender issues, but I do not believe ignoring the purple penguin in the room is the solution.

The discussion this week surrounded the issue of sexual identity and the discrimination that takes place in the LGBT community. The first story examined dealt with a 17-year old gay male who wore 6-inch heels to school and was suspended for refusing to remove them. The school administrators stated that they were abiding by their code of conduct when they asked him to remove the heels because they were a distraction and a safety hazard. However, many in the community thought this was discrimination because he was a male. Our class discussion touched on many topics within this story. Most students believed that the student should be allowed to dress how they would like to dress, as long as it was within the dress code and code of conduct regulations. Basically, many wondered if a female were to have worn the same pair of high heels, would the school's reaction have been the same? However, a couple of students believed that a distraction is a distraction, and if this suspension is warranted by the code of conduct, the right decision was made. One class member believed that there are far more pressing issues that school officials should be concerned with (drugs, bullying, student services) than focusing on what a student is wearing. A couple of students also suggested possible solutions such as having diversity training for the administration.

Another issue was discussed where a male student was asked to take off the high heels he was wearing so he would avoid bullies. Most of the class was united in saying that the focus should be on promoting acceptance, addressing the bullying, and advocating for the student wearing the high heels. One classmate also brought up the current situation in Indiana regarding the "religious freedom" act. This law states that individuals and businesses can turn away customers if they interfere with their religious beliefs. While officials maintain this is not a law to promote discrimination, many feel it is directly targeted at the LGBT community. Many companies and high-powered individuals have spoken up against the act, calling for its reversal. It will be interesting to see what happens here and how it affects the rest of the country going forward.

The Devil's Advocate posed a very tough situation:

"Imagine that as the principal, you allowed a male student named John to wear female clothing and heels to school because he asserted it was an expression of his sexual identity. The next week a group of five boys come to school wearing dresses, heels, and makeup. They have also been going through the halls talking like stereotypical valley girls. Although you did not hear it from the boys themselves, there are rumors from other students that they did it as a joke to ridicule John. When you bring the boys into your office to discuss the matter with them, they asserted that wearing this was an expression of their sexual identity. While you want to protect the rights of your students to express themselves, you also do not want to create a hostile environment where students are subject to being openly ridiculed. You also realize that telling some male students they are not allowed to dress in female clothing could cause you to look like you are being selectively prejudice. How will you respond?magine that as the principal, you allowed a male student named John to wear female clothing and heels to school because he asserted it was an expression of his sexual identity. The next week a group of five boys come to school wearing dresses, heels, and makeup. They have also been going through the halls talking like stereotypical valley girls. Although you did not hear it from the boys themselves, there are rumors from other students that they did it as a joke to ridicule John. When you bring the boys into your office to discuss the matter with them, they asserted that wearing this was an expression of their sexual identity. While you want to protect the rights of your students to express themselves, you also do not want to create a hostile environment where students are subject to being openly ridiculed. You also realize that telling some male students they are not allowed to dress in female clothing could cause you to look like you are being selectively prejudice. How will you respond?"
Many respondents, including myself, were unsure of the steps we would take if we were the principal. One student, however, came up with a plan. The school officials would revise the dress code. The administrators would also meet with John to discuss the best way to promote this freedom of expression, while still keeping him safe. Finally, the school would also investigate bullying and perhaps implement rules specifically for these situations.

Included in the next session of this portfolio are surveys that students in the course took at three different points of the semester: beginning of the semester, middle of the semester, and the end of the semester.

Diversity and Equity in Education Survey 1

1. Before reading the syllabus, how would you describe your expectations of this course?

I had no idea what to expect	**3**	21.4%
I somewhat had an idea of what to expect	**10**	71.4%
I had a thorough understanding of what to expect	**1**	7.1%
I still have no idea of what to expect	**0**	0%

2. At this point in time, I think

There is too much work for this class	**0**	0%
There is not enough work for this class	**2**	14.3%
The course load is sufficient	**12**	85.7%
I don't care either way	**0**	0%

3. Personally, I feel

There needs to be more teacher engagement	**2**	14.3%
There needs to be less teacher engagement	**0**	0%
Teacher engagement is sufficient	**12**	85.7%
I don't care either way	**0**	0%

4. With regards to time and the modules we have completed/are currently completing, I feel

I'm getting through with the assigned tasks too quickly	**2**	14.3%
I'm finding it challenging to get completed with everything	**0**	0%
The amount of time per module is good	**12**	85.7%
It really doesn't matter	**0**	0%

5. With regard to the discussion board, I feel

The articles nor the discussion are worth doing and are not meaningful to my learning experience	**0**	0%
The articles and discussions are pertinent to my learning experience and are meaningful	**13**	92.9%
The articles are meaningful, but the discussions are not	**1**	7.1%
The discussions are meaningful, but the articles are not	**0**	0%

6. If we had the opportunity to meet via Google Hangouts, Adobe Connect, or some other platform, as groups, individually, or as a class, how beneficial would this be to your learning?

Very beneficial	**2**	14.3%
Somewhat beneficial	**8**	57.1%
Not at all beneficial	**1**	7.1%
I don't care either way	**3**	21.4%

7. At this point in time, what suggestions or improvements do you have which will make the class a more valuable and powerful learning experience?

-I am impressed thus far

-The only thing I would suggest is to have discussions open and ongoing throughout the module.

-Probably provide a summary of the module or important information to keep in mind about the content study would be helpful

-None

-This seems to be a good class, but I do wonder how many people feel safe being authentic in the discussions. There could be some reiteration that this is a safe space to discuss controversial issues and stances.

-None.

-None at this time.

-The continuation of discussions and interaction from you the teacher is powerful enough. I believe that if students need more then they should take it into their hands to obtain what is needed and do what is needed.

8. So far, what do you like most about the class?

-Interesting articles, videos, and course material.

-Well organized and clear.

-I like that I feel as though I have enough time to thoroughly read all of the assignments for each model. I have had other courses that were less manageable due to the amount of assigned reading in short periods of time. I also enjoyed our first discussion.

-There is a combination of videos, readings, and class discussion that help to understand the content more

-I LOVE the topics as we are generally taught about issues in education without the color of the various -isms to which education is subject. This is actually one of the best classes I've taken; I just wish that I could have taken it earlier.

-Where do I begin?? First I can't tell you enough how much I appreciate your feedback as a professor. Thus far (almost through my doctorate program) I have been pretty well disappointed in the feedback that I have received from professors in an online setting. Just

even from what you wrote back to me from my cultural memoir meant the world to me. It shows that you care what we are submitting AND that you are reading it!!! So many times I have felt that I submit things to the vast world of Blackboard and it never is touched. You showed that you read my memoir by pointing out various things- I immediately copied the feedback and wrote an email to my boyfriend and said "THIS CLASS IS GOING TO BE AMAZING!!!!! SHE READS WHAT WE SUBMIT!!!!!!!" This is a huge thing to me because I want to be challenged, I want to grow and in order to do that, I need feedback so THANK YOU!!!!!! The modules are nicely spread out so that I feel I have a week to do the discussion boards and a week to do the assignment attached to it- I believe that is how you anticipated it all to work anyways. I personally like to be a bit ahead of the group just because in my life/career things happen at the most inopportune times. I appreciate that I can still work ahead and still be engaged with the course. Looking ahead, I don't feel like the readings are too much- I am taking another course at the same time and I am expected to read far more in that course (upwards of 200 pages a week). On the same token, I appreciate that you aren't using a book for this course. Not that it saves me money (thank you for that added bonus) but more importantly because this topic is current and in order to get most current documents we should be using articles and posts from the web, podcasts from recent events, etc. It is more timely than to use a book. I appreciate that you thought that through- it shows your expertise in the area!! I have already recommended you as a professor and your class to everyone I know in the program- thoroughly impressed thus far and I know it will continue to be one of my favorite classes of my entire program. I just appreciate your style of teaching and your abilities to also be a caring professor not too wrapped up in administrative duties or research to forget why you are teaching- so thank you.

-The balance between multimedia and text examples for the modules. Videos help me solidify concepts I read in text.

-Discussion Board Posts.

-I love the topics. I'm very passionate about my culture as well as understanding and learning others.

-Although articles are a great resource to understand the material I absolutely love that videos were provided. Seeing real life experiences really help to gain a greater perspective on the issues and topics we are learning about.

-I like that we are addressing serious educational issues that are often overlooked. I also really appreciate that our instructor gives us quick and specific feedback on our assignments.

9. So far, what do you dislike most about this course?

-Nothing!

-Nothing.

-N/A

-That it's not being taught in class :)

-I was a little apprehensive about the assigned roles but since mine wasn't on week one now I know what is expected.

-Nothing so far... ask me in about a month. :-)

Diversity and Equity in Education Survey 2

1. At this point in time, I think

There is too much work for this class	**0**	0%
There is not enough work for this class	**2**	20%
The course load is sufficient	**8**	80%

2. Personally, I feel

There needs to be more teacher engagement	**2**	20%
There needs to be less teacher engagement	**0**	0%
Teacher engagement is sufficient	**8**	80%

3. With regards to time and the modules we have completed/are currently completing, I feel

I'm getting through with the assigned tasks too quickly	**2**	20%
I'm finding it challenging to get completed with everything	**0**	0%
The amount of time per module is good	**8**	80%

4. When it comes to collaboration

I wish there would be more opportunities for partner or group work	**1**	10 %
I don't like group or partner work because it is too challenging to collaborate online	**1**	10 %
I think one assigned group activity is enough	**8**	80 %

5. With regards to the discussion board, I

Would prefer just having a normal post and respond platform	**2**	20 %
Like having special roles as it helps me to think outside of the box when posting	**5**	50 %
Don't have a preference	**3**	30 %

6. At this point in time, my favorite part of class or assignment is

-the group project
-The spaced out assignments
-The compare and contrast essay
-It is hard to choose. All of the modules have different assignments tied to them and I LOVE THAT!! I loved doing the group project and final project. The final project allowed me to choose my own interest and that was really neat. I loved the opportunity to dive a bit deeper into the material.
-I enjoy the videos and readings. They are really interesting and provide a great perspective.
-I love our readings and videos each week! They offer much more insight than a traditional textbook format and are a lot more engaging.
-There is enough time to complete the assignments. Each module has different projects to enhance learning.

7. At this point in time, my least favorite part of class or assignment is

-I love all of them!
-The group assignment on gender roles
-Everything we have done has been great.
-N/A
-Doing the upcoming assignment of video/recording yourself
-The group project was challenging to coordinate so many people's busy schedules.
-none

8. If I could make one change in the course, it would be

-N/A
-No video-recording ourselves
-nothing
-Nothing :) Such a great course. I have recommended it to everyone I know in the program!
-Eliminate the group project. It is difficult for an online course; although our group had no issues with this project and completed the assignment early.
-Omit group projects.
-I feel like it does not take a whole lot of my time to complete the tasks we are assigned. While I like having some down time in the semester, as someone who would like to become a faculty member in the future, I would say I would maybe make the assignments a little more challenging. I do love how diverse each assignment is though!

9. Would you recommend this course to others?

Question	Count	
Yes	**10**	100%
No	**0**	0%
Maybe	**0**	0%

Individual Course Report - EDAD890 Sec. 700

EDAD890 Section 700: Diversity and Equity

Semester:'14-'15: Spring Semester
Survey Trigger:UNL Spring 2015
Instructor: Shavonna L. Holman
Students: 15
Respondents: 7

CEHS Course Evaluations

Base Questions item 3

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A ()	mean	mode	Std. Dev.
1. I was an active participant in class.	0	0	0	2	5	0	4.71	5	0.49
2. I completed course assignments thoughtfully and thoroughly.	0	0	0	2	5	0	4.71	5	0.49
Question Set Statistics							4.71	5	0.47

Base Questions item 5

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A ()	mean	mode	Std. Dev.
3. The course was intellectually challenging.	0	0	0	3	4	0	4.57	5	0.53
4. The course content was meaningful to my personal or professional goals.	0	0	0	1	6	0	4.86	5	0.38
5. The course content was attentive to issues of diversity.	0	0	0	0	7	0	5.00	5	0.00
6. The course content was up-to-date and relevant.	0	0	0	0	7	0	5.00	5	0.00
7. The course materials (e.g., texts, readings, websites) were appropriate and useful.	0	0	0	2	5	0	4.71	5	0.49
Question Set Statistics							4.83	5	0.38

Base Questions item 7

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A ()	mean	mode	Std. Dev.
8. The instructor communicates well.	0	0	0	0	7	0	5.00	5	0.00
9. The instructor motivated me to think for myself and work in this class.	0	0	0	0	7	0	5.00	5	0.00
10. The instructor was well-prepared.	0	0	0	0	7	0	5.00	5	0.00
11. The instructor's evaluation procedures were fair and reasonable.	0	0	0	0	7	0	5.00	5	0.00
12. The instructor was willing and available to help me.	0	0	0	0	6	1	5.00	5	0.00
13. The instructor provided clear and useful feedback to improve learning.	0	0	0	1	6	0	4.86	5	0.38
14. The instructor treated students fairly regardless of race, gender, national origin, religion, sexual orientation, or disability.	0	0	0	0	7	0	5.00	5	0.00
15. The instructor's assignments were clear and were part of an appropriate work load.	0	0	0	0	7	0	5.00	5	0.00
16. The instructor acknowledged opposing views and permitted open discussion on controversial topics	0	0	0	0	7	0	5.00	5	0.00

related to this course.									
						Question Set Statistics	4.98	5	0.13

Base Questions item 9

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A ()	mean	mode	Std. Dev.
17. I learned something worthwhile in this course.	0	0	0	0	7	0	5.00	5	0.00
18. The course made me think.	0	0	0	0	7	0	5.00	5	0.00
19. I would recommend this course to others.	0	0	0	0	7	0	5.00	5	0.00
						Question Set Statistics	5.00	5	0.00

Base Questions item 10

	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)	mean	mode	Std. Dev.
20. My overall rating of this course is	0	0	0	2	5	4.71	5	0.49

Base Questions item 12

	freshman (0-26 credits)	sophomore (26-52 credits)	junior (53-88 credits)	senior (89+ credits)	graduate student	other
21. I am a	0	0	0	0	7	0

Base Questions item 13

	Yes	No
22. I am majoring in the department through which the course is being taught.	7	0

Base Questions item 14

	A	B	C	D	F	Pass	Don't know
23. I expect to receive the following grade in this course:	7	0	0	0	0	0	0

Base Questions item 16

24. What did you like most about this course?

- The assignments were all unique and provided opportunities for creativity in addition to critical thinking.
- That the material really supported the description of the class. It kept my interest all semester
- The incorporation of innovative technology methods for assignments and course materials. I really enjoyed the articles used for the discussion posts.
- Dr. Holman was a great professor, very helpful and supportive. I enjoyed the topics and learning about them. I liked the variety of activities for each module
- The various projects we completed for each module. You didn't get bored with each assignment. It was something fresh and new each module. I liked that.
- I thoroughly enjoyed the content of this course. It was extremely relevant to education today.

Base Questions item 17

25. What did you like least about this course?

- Nothing, it was wonderful.
- I'm not a fan of the video/over-voice projects
- Nothing!!!

Base Questions item 18

26. What other comments do you have about this course?

- Our instructor was very supportive and provided great feedback on assignments!
- This course was interesting and still should be taught for years to come by Mrs. Holman.
- I really enjoyed this course and would take more with the instructor if I wasn't finishing the program this semester!
- This is one of the best classes. I loved the class from the start. I spent a lot of time on my assignments, not because they were insanely time consuming (don't take this the wrong way) it was because I enjoyed doing them and researching for them. I have honestly never enjoyed a class as much as I have in my program. I have told all of my friends in the program to take this course. Dr. Holman has a gift of teaching

and she does it in an open, positive, warming way. She offers feedback and is just beyond amazing. I want to take more classes from her. I feel like she is my newly founded role model!!!

Summary and Overall Assessment of the Portfolio Process

My participation in the Peer Review of Teaching Project and the creation of a course portfolio was incredibly positive and well worth every minute dedicated to learning about the process of composing the portfolio as well as learning about myself as a teacher. I love the reflection piece and being able to use student feedback to influence my teaching.

I think my investigation helped me to further better meet the needs of my students and based on the data analysis, some specific changes I will make will be:

- To add descriptions to each module so that the students have an idea of what each module is about
- To possibly redesign some of the assignments to differentiate grades

Some specific things I will continue to do based off students and the data analysis is:

- Continue with the quick, specific, and individualized feedback
- Keep the design and time frame for each module
- Continue to upload all reading assignments versus using text
- Having a balance between multimedia and reading
- Keep the specific topics for the modules
- Continue the format being used for the discussion board

Appendices

University of Nebraska-Lincoln
Department of Educational Administration

EDAD 890: Diversity and Equity in Education

Spring 2015

Instructor: Dr. Shavonna Holman
Email: sholman2@unl.edu
Phone: 402-472-4364
Office: 135 Teachers College Hall
Office Hours: Tuesdays 10-12
or by appointment

Graduate/Teacher's Assistant: Jae Strickland
Email: jaestrickland@icloud.com

Course Description:
The purpose of this course is to understand the individual and organizational issues of diversity and multiculturalism in P-20 schools. This course is designed to increase the students' knowledge and appreciation of: cultural, social, political, and economic realities of our complex, pluralistic society in relation to our educational system. Through integration of relevant information from history, law, interpersonal development, organizational development, and philosophy, this course will attempt to develop a complex, comprehensive understanding of diversity and equity.

Course Objectives:

6. To understand the value of a diverse and comprehensive organization.
7. To develop and cultivate a complex understanding of oppression, social justice, power, and privilege and how these concepts impact individuals, organizations, and societies.
8. To engage in activities that will foster greater understanding of diversity in educational settings.
9. To develop an awareness of the diversity of cultural experiences that affect teaching, learning, and developmental relationships in P-20 schools.

10. To discover the assumption and tacit beliefs which exist in the professional discourse of P-20 organizational practice as well as discovering the core assumption of our own socialization.

Intended Learning Outcomes:

1. Demonstrate an understanding of the impact of structural and environment factors in schools/colleges related to student success.
2. Recognize social systems and their influence on people of diverse backgrounds.
3. Develop the capacity to hear the voices of diverse constituents in a pluralistic society and integrate cultural knowledge with specific and relevant diverse issues in schools and colleges.
4. Analyze information in online articles and other online media from a multicultural perspective.
5. Understand and discuss social and political implications that affect gender roles, sexual identity, social class, and social status.

Course Format:

This course is designed to facilitate discussion based on required readings. Full and active engagement in meaningful dialogue regarding relevant issues concerning diversity and equity in education is expected of each student. There will be various activities and exercise related to different topics and/or concepts being covered.

Course and University Policies:

- All assignments should be submitted according to the class schedule. Assignments are due by 11:59 p.m. on the day indicated. No late discussion postings will be accepted or will receive any credit. Please plan ahead to avoid any last minute issues. Computer difficulties will not be accepted as an excuse for late submissions of assignments. If something arises in which you are unable to participate and/or complete assignments, please inform me AS SOON AS POSSIBLE.
- Students will be expected to use Blackboard in order to access all course documents, assignments, announcements, and discussion board postings. Any student needing help with Blackboard, please contact the IS Helpdesk at mysupport@unl.edu
- All students are expected to conduct themselves in a professional manner. This includes interacting positively and respectively, collaborating and working equitably with classmates, and producing **original work** and/or using citations to give proper credit to the author(s).

Disabilities

The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the American with Disabilities Act. Student with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodations. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to student with documented disabilities that may affect their ability to fully participate in course activities or to

meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 402-472-3787 voice or TTY.

UNL Statement of Academic Dishonesty

"Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by members of the academic community. To further serve this end, the University supports a Student Code of Conduct which addresses this issue of academic dishonesty."

My Role:

I will read each of your assignment and postings; however I will not respond to each of your discussion board postings. I enjoy interacting on the discussion board and will often post comments to add to the conversation. Please do not interpret my comments as the "end" of a discussion thread. My intent is to further the conversation, not end it. Jae Strickland (GA/TA) will also have access to interact with you on the discussion board as well.

Assignments

Weekly Discussion Board: Interaction is a very important part of this course. We not only need to read the materials but interact with other members of the class. The posts are designed to promote collaboration with other members of the class and to allow you to demonstrate critical thinking and engagement with course concepts. Your work on the discussion board includes weekly threaded discussions. Interaction on the discussion board will be monitored throughout the week.

You are expected to post a total of two responses throughout the week and one personal post to the topic for a total of three discussion board posts. However if you like, you may post more than this. The responses should not be all made at once, but spread out to allow for discussions to develop. Your post and responses for the week (all of them) will be graded together.

Role: Each week three students will serve in a special role on the discussion board.

Muse: The role of the Muse is to instigate and inspire discussion around the particular readings and topic of the week by finding a connection to something artistic, spiritual, or poetic. The connection may be serious or humorous, and should serve to provoke deeper thinking on the readings and the topic at hand. The Muse is responsible for posting the initial entry to serve as an inspiration to the group's discussion by **midnight on Monday**.

The Devil's Advocate: The role of the Devil's Advocate is to keep the discussion vibrant and sharp, avoiding tendencies toward groupthink. The posting of the Devil's Advocate should be respectful, but critical, and provoke further dialogue. The Devil's Advocate is responsible for posting this response that takes an alternative approach to one or more of

the discussion threads by **midnight on Friday**.

Summarizer: As the name implies, this role is to post a summary that encapsulates the main ideas from the discussions of the week. This is by far the most difficult role, but also a very valuable one. By rereading through the discussion threads of the week, the summarizer culls the main ideas that have been bantered about and makes connections back to the readings and topic of the week. The Summarizer is responsible for making this posting by **midnight on Sunday**.

NOTE: When you make a posting as the Muse, Devil's Advocate, or Summarizer, this counts for one of your discussion board postings for the week. So the Muse posting serves as the initial posting and the Devil's Advocate and Summarizer postings serve as response postings.

Typical Weekly Schedule for Discussion Board:

Weekly Schedule						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Summarizer posts review of last week's thread	Muse posts initial entry Everyone else posts initial entry Reading/ Responding	Everyone else posts initial entry Reading/ Responding	Reading / responding to thread	Reading / responding thread	Devil's Advocate posts critical response Reading/ Responding	Reading / responding

Cultural Memoirs Blog: Collect four significant artifacts to help you think about your own cultural background. You can take pictures and upload the artifacts or simply scan them in if necessary. As you consider your artifacts, think about how they are meaningful and reflective of you/your cultural background and compose a reflective essay or some type of multi-media presentation answering the following questions. You may include any additional information that you feel would be necessary.

- What do the artifacts in your memoir signify to you in terms of cultural values?
- What have you learned from others in your social context about who you are, what is important to you, what values you hold, how you think about education and yourself as a student?
- What life experiences (e.g., cross-cultural experiences, travel, friend who are different from you) have helped you make what is invisible, more visible related to your cultural values?
- How have your values and perspectives shaped how you think about others? About difference? About social justice in schools and society?

*Your essay should be written using the latest APA guidelines, 12 font, double spaced, and 2-4 pages in length.

*Your multi-media presentation should be 5-10 minutes in length.

*All essays/presentations must be uploaded to the Blog as well as the assignment link.

Reaction Paper: You will be writing a 1-2 page paper in reaction to one of the assigned videos. This paper should be organized, well thought out, based on your interpretation, properly structured, and grammatically written using APA guidelines, 12 font, and double spaced.
Compare and Contrast Essay: When thinking about racism, you will write an essay to demonstrate the progression, regression, stagnation of the (P-20) educational system by comparing and contrasting a symbolic, historical, or important event/situation from the past with a more recent symbolic, historical, or important educational event/situation. Discuss the importance of the events, why the events occurred, how the events are related to racism, and how they ended and/or were resolved. Then you will compare and contrast the two events discussing the similarities and differences. If feasible, you may include a chart to enhance your paper.

*Your essay should be written using the latest APA guidelines, 12 font, double spaced and no more than 5 pages in length.

Gender Group Activity: This group activity will allow you to collaborate and discuss with your peers dominant mainstream ideas/stereotypes of gender roles. As a group, you are to develop a creative poster, diagram or brochure demonstrating how society perceives males and females and their roles (it can be man and woman **or** boy and girl). It can be designed in any way your group chooses, but not in a multi-media format. Before you begin, ask yourselves, "What does it mean to act like a man/woman or boy/girl?" Your design should include:

- How are men and women supposed to be different from each other?
- What are the feelings of a "real man" "real woman"?
- How do "real men" or "real women" express their feelings?
- How do "real men" "real women" sexually behave?
- If one is not considered a "real man" or "real women" how are they seen?
- You can add other information if you choose

- How are boys and girls supposed to be different from each other?
- How are boys and girls supposed to feel or show emotion?
- As it relates to school/education how are boys and girls viewed?
- What kinds of toys are boys and girls supposed to play with?
- If boys and girls don't participate in "expected" activities/extracurricular/sports, how are they seen?

**With this activity, you may have to use words that may be offensive to people. However as adults and professionals, we understand that the words are only being used for assignment purposes only and don't necessarily reflect personal opinions. Remember these are stereotypes of mainstream society.

**Also remember you may choose to do a boy/girl comparison instead of man/woman. Have fun with this and be creative.

Mind Map Activity: After taking the homophobia quiz, watching the videos, and reading the assigned articles, you are to synthesize what you've learned about all aspects of heterosexism/sexual diversity by creating a mind map. You can use Popplet (www.popplet.com) or any other mind mapping application with which you are comfortable. There are many freeware applications available via Google Search. Your mind map, at minimum should include:

- The definition of heterosexism or sexual diversity
- Personal beliefs
- Common societal perceptions
- How sexual diversity is supported in P-20 organizations
- Benefits of having these organizations
- Challenges faced by LGBTQ students who are open about their sexuality
- Reference

Article Review: This assignment is designed to allow you to demonstrate your general knowledge of current issues and trends as it relates to ableism. To complete the assignment you will first choose a disability. Then choose one article (website, video, or presentation would be okay) commensurate with the topic and critique it in a comprehensive and personal way. The goal is to portray in a concise and effective manner the main points of the information and to bring in your own position with a wider perspective of approaches and theories that may be pertinent to the theme. This is your opportunity to demonstrate an initial understanding of this topic, its implications, its challenges and potential.

Evaluation Criteria

1. Your selected topic must relate to ableism.
2. Your work must be written in a scholarly manner, word-processed, 12 font, double spaced, 2-3pages, APA style or presented in a multimedia format (follow the same guidelines given for the Memoirs Blog).
3. Provide a brief overview of the topic, its purpose, and/or focus.
4. Identify several key elements, concepts or ideas and discuss why they are important. Critique any strengths or weaknesses in the article, website etc. and state your reasons for this opinion.
5. Select one or two key points or ideas and describe how you would use it in your personal and/or professional lives. Provide real or hypothetical examples.
6. Include a strong balance of personal reaction as well as summarized information

*An example of the outline:

1. Brief overview

2. Key Points

1)

2)

3)

3. Strengths and weaknesses of the article

4. Implementing key points in personal or professional life

5. Self-reflection for the assignment

Final Project: For your final project, you have two options.
Option 1- Watch a movie about any of the "isms" we learned in class. You may choose any movie you'd like (animated, short film, full feature, etc.) as long as it interests you and falls under one of the "isms" categories. While viewing the movie, think about what you read in class, the interviews and information that were given in the videos and discussions that took place to see whether or not there is a correlation. Then you will create a **7-10 minute** multimedia presentation **(with voice). See requirements below.** If you are interested in this option and need help with movie titles, please let me know as I have plenty that I could recommend. **Please double check to make sure your voice is attached to your presentation and that I can hear it throughout your presentation.**

Option 2- Attend an event/presentation in which the group of people is different from the people you mostly identify with or who are in your normal daily circle. While at the event, take note of your interaction with the people at the event, how you felt during the interaction, and how you viewed other's perception of you. Then you will create a **7-10 minute** multimedia presentation **(with voice)** providing the following:

- The title of the movie or event
- A synopsis or summary description of the plot, presentation topic, or event
- What insights, new information, or attitude changes you gained about the particular issue or group involved
- What implications you think your new attitudes, insights, or information have for your behavior as a student, a teacher -for those in education, an employee or boss, a mentor, a parent, and personally . (Although you may not fall into all the above-mentioned categories, please speak on the ones you do).

**Please make sure your voice works with your presentation format and is attached before submitting.

ASSIGNMENT CHART

DATE	OBJ.	ASSIGNMENTS	Readings	DUE
Jan 12- Jan 18		• Introduction • Cultural Memoirs Blog	None	• Introduction **1-12** • Blog **1-18**
Jan 20- Feb 8	1-6	• Discussion Board • Separate and Unequal Video • Classism in the Classroom Video • Reaction Paper **Classism**	• Social Class in Public Schools • At the Elite Colleges • Schooling and Social Class • Socioeconomic Stereotypes…	• DB Postings/ Responses **1-25** • Reaction Paper **2-8**
Feb 9- Mar 1	1-6	• Discussion Board • A Tale of Two Schools Video • Racism in Schools Video • A Class Divided **Racism**	• Education and Racism • Race without Racism	• DB Postings/ Responses **2-15** • Compare and Contrast Essay **3-1**
Mar 2- Mar 22	1-6	• Discussion Board • Sexist Segregation Video • Gender Stereotyping in the Classroom Video • Like a Girl Video • Gender Stereotyping Group Activity **Sexism**	• Investigating Critical and Contemporary… • Gender Bias in Education • Sexism in Children's Books • 19 Examples of Sexism • Gender and Gender Roles	• DB Postings/ Responses **3-8** • Group Activity **3-22**
Mar 30- Apr 19	1-6	• Discussion Board • Homophobia Quiz • Heterosexism Video • LGBT Acceptance in Education Video	• Creating Schools that Value Sexual Diversity • Public Schools and Sexual	• DB Postings/ Responses **4-5** • Mind Map Activity **4-19**

		• Setting the World Aflame Video **Heterosexism**	Orientation • Sexual Orientation	
Apr 20-May 3	1-6	• Discussion Board • Ableism Video • Disability and Ableism in Schools Video • Article Review **Ableism**	• The Hegemonic Impulse for Health… • Ableism	• DB Postings/ Responses **4-26** • Article Review **5-3**

****Final Projects are due no later than Wednesday, May 6th, 2015. ****

Any assignment (other than discussion board) may be turned in early if you wish. However, I would recommend that you wait until at least more than half of the course has passed before beginning your final project. This is so that you are able to learn as much as possible before making final decisions on your project.

ASSIGNMENTS AND GRADING POLICY

The course grade will be calculated as follows:

Assignment	Points
Discussion Board Initial Post (5 @ 4 pts. each)	20
Discussion Board Responses (3 pts. per response/2 responses per topic)	30
Introduction	10
Cultural Memoir	30
Reaction Paper	25
Compare/Contrast Essay	40
Group Activity	40
Mind Map Activity	40
Article Review	25

Final Project	60
Total Points	320

Grade	**Percent**	**Points**
A	100-93	297-320
A-	92-90	288-296
B+	89-87	277-287
B	86-83	264-276
B-	82-80	255-263
C+	79-77	245-254
C	76-73	232-243
C-	72-70	223-231
D+	69-67	213-222
D	66-65	207-212
F	0-64	0-206