California State University, Northridge (CSUN)
Department of Educational Leadership and Policy Studies (ELPS)

ELPS 417: Equity and Diversity in Schools

Syllabus

Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

ELPS Department Mission Statement

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

Catalog Course Description

Prepares teacher candidates to examine principles of educational equity, diversity and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience, and a comparative analysis is made with other ethnic groups in California. Engages students to examine, critique and reflect on their personal biases regarding children of color. Available for graduate credit (cross listed with AAS, AFRS, ARMN, & CHS).

Course Objectives

This course introduces students to the structure, processes, and functioning of education in California while centering issues related to diversity and equity. The course is designed to survey a broad range of historical and contemporary issues related to underserved groups in education including, but not limited to: the educational opportunity gap, deficit thinking, race and racism, class, gender, LGBTQ youth, bilingual education, immigration and citizenship, special education, tracking, and college access. In addition to engaging scholarship, students will discuss and critically analyze implications associated with race and education, utilize class-related learning activities to develop professional skills, facilitate reading discussions, and engage with writing and presenting within a group.

Teacher Performance Expectations (TPE)

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing student learning
6. Developing as a professional educator
7. Provide effective literacy instruction for all students.

Student Learning Objectives and TPE Standards

This course is designed to provide students with information and experiences that enable them to develop knowledge and competency in the following areas:

1. Students will develop an understanding and demonstrate knowledge of historical and contemporary concepts, theories, issues, policies, and practices that affect K-12 schooling and diverse student populations in California and the United States; principally in relation to issues of race, class, gender, language, citizenship, etc. and the distribution of opportunity. Also, students will be able to describe how schools can develop affirmative responses to these and other complex problems. TPE 2.4, 4.1, 6.3, 6.5, 7.3

2. Students will show how issues of race, ethnicity, class, language, culture, and other intersectional identities are interwoven with relationships in K-12 schools, especially in terms of teacher-student interactions and issues of curriculum and instruction. Students will be introduced to various multicultural curricular strategies/practices and demonstrate how this knowledge can be applied to a culturally responsive classroom and community. TPE 2.2, 2.4, 3.2, 4.6, 5.7, 6.3, 6.5

3. Students will demonstrate an understanding of how K-12 schools and their staff can affirm the cultural and linguistic knowledge of marginalized students and improve the quality of public education for these youth and their families. TPE 1.5, 2.2, 6.2, 6.4, 6.5, 6.6, 7.3

4. Students will demonstrate critical analysis, showing various perspectives, on controversial issues relating to K-12 schooling, including historical access to resources, social and racial divisions, and efforts to reform schools. TPE 1.1, 1.5, 2.2, 2.4

5. Students will examine their own cultural/racial beliefs, attitude, assumptions, identity, societal positionality, and personal experiences with racism, sexism, and other forms of oppression both inside and outside of school. Students will articulate how their identity and positionality does/does not affect their educational philosophy and pedagogical practices. TPE 1.1, 1.5, 6.2, 6.3, 6.4, 7.3

6. Students will show improvement in their research, writing, and critical thinking skills through intensive writing assignments.

Classroom Engagement (Preparation & Participation)
Students in this upper division course will engage in a space of open discussion, inquiry, and discovery. The success of the course rests on the free and uninhibited intellectual and emotional engagement of all participants. Effective participation and learning requires that students attend each class session, read class material, reflect on the readings, and come to class prepared to share their ideas with classmates.

Strategies for Reading
It is expected that you read all the readings for class. It is required that you bring all reading materials to class, either in hard copy or via electronic device. To get the most out of course readings, you will need to:
- Read analytically—that is, to focus your reading on the *arguments* in assigned readings. This means identifying a thesis/main point(s), attending to the reasoning and/or evidence deployed in each piece, and also draw connections among the readings and your experiences.
- Highlight passages to discuss more closely and make note of ideas or terms that you would like to explore further.

Basis for Final Grade:

Preparation/Participation	10
Reading Response Papers	20 (4x during semester)
Team Reading Facilitation	10
Autoethnography Paper	20
Pedagogy in Action - Outline	5
Pedagogy in Action - Presentation	10
Pedagogy in Action - Final Paper	25
Total	100

Grading Scale

(100-93) = A	(92-90) = A-
(89-87) = B+	(86-83) = B
(82-80) = B-	(79-77) = C+
(76-73) = C	(72-70) = C-
(69-67) = D+	(66-60) =
(59 or below) = F	

Grading Policies:
Late Work: Late work will be accepted up to 3 weekdays after the assignment is due. Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, a full-letter grade for 2-3 days late.

Attendance Policy:
Class attendance is required and is included in the class participation grade. However, students may occasionally need to be absent from class meetings for reasons of illness, family, or work. Advance notice of absence is required in the form of an email message or phone call prior to the class session.
Please contact a fellow student as soon as possible after class to learn of any assignments, announcements, discussion topics, etc.

In fairness to students who attend and participate in every class session, you will only be allowed 2

absences per semester. Each absence after the second absence will be a 5-point deduction per class missed (of total for all assignments). For the purposes of this policy, being late to class or leaving early for any reason constitutes partial absence and will result in a 2-point reduction in accumulated points toward your final grade. **A student who misses more than 3 classes for any reason should drop the class.**

Absence from class to observe a religious holiday, to serve jury duty, or an extended hospitalization are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements with me in advance and there will be no deduction in your grade.

Children in Class
Minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is acceptable granted that you contact me prior to class. Please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met (Cheyney, 2017).

Professionalism Regarding Use of Electronics
Per classroom etiquette phones **must be silenced** during all classroom sessions. Please remove any headphones when entering the room. Do not take/make calls or text message during class. You are welcome to bring your laptop to take notes, however please do not engage in activities not related to class. **You will be asked to discontinue the use of your laptop or tablet if it is obvious you are not using it for classroom purposes.** Those not heeding this policy will be asked to leave the classroom so as to not disrupt the learning environment.

Academic Dishonesty
Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person, who will receive academic credit are all impermissible. The ELPS Department expects all students to adhere to the accepted norms of intellectual honesty in their academic work. Any form of cheating, plagiarism, dishonesty, or collusion in another individual's dishonesty is a fundamental violation of these norms and will face consequences. Cheating is the use or attempted use of unauthorized aids in any exam or other academic exercise submitted for evaluation. All written work should be done independently by the individual student unless otherwise authorized by the instructor (ELPS, 2007).

The maintenance of academic integrity and quality education is the responsibility of each student within this University and the CSU system. Cheating or plagiarism in connection with an academic program at a CSU campus is listed in Section 41301, Title 5, California Code of Regulations as an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend on the integrity of the University's programs (CSUN, 2017).

Students in Need of Accommodations
If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on in Jeanne Chisholm Hall and can be reached at (818) 677-2054. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

E-mail Etiquette

Technology provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. CSUN faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, all email correspondence should be via the official University email, and not via personal email.

Recording of Class & Dissemination of Course Materials
Recording of course lecture or discussion of any kind (audio or video) will not be allowed without the explicit consent of the instructor. If a recording is required for disability accommodations then the student must inform the instructor in advance and provide appropriate documentation. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual. All materials related to the course (handouts, PowerPoint presentations, lecture notes, etc.) are not to be distributed or posted outside of the course.

Assignments

> - **All written assignments should be submitted electronically through Canvas as well as turning in a hard copy in class. Be sure to include your name and course number in the title of your document when uploading to Canvas.**
> - **Your assignments should have a cover page that includes your name, date, assignment title, and course information.**
> - **All assignments should be typed, double spaced, in Times New Roman 12 pt. font, with 1-inch margins.**
> - **Don't forget to conduct a spell check and grammar check of all assignments.**

1. Critical Written Reflections (20%) (2.2, 2.4, 3.2, 4.1, 5.7, 6.2, 6.6, 7.3)
Students will respond to four (4) assigned readings for their critical written reflections. Typed written responses should be no more than 2 pages dbl-spaced, Times Roman. In these reflections, students will summary and assess the main arguments made by the author(s). The following are suggested reflection questions:

- What are the assumptions about schooling, society, and/or people that the author makes?
- What view of the world does the author ascribe to?
- How is this view similar or different to others that you know?
- Are there issues critical to the subject matter not addressed fully by the author?
- How has the author challenged your view of the issues examined?
- What are the implications, positive or negative, of the conclusions drawn by the author?

2. Reading Facilitation, 10 points, To be Scheduled

Each student in the course will serve as a facilitator of class readings during one of our class meetings, and will be required to assist in leading the class discussion on that day. Students will be put into teams for this assignment. You will present for 30 minutes as a team and plan a short activity or guided discussion to help us engage with the readings. A guideline to help you prepare, frame, and lead the discussion is provided on Canvas.

3. Autoethnography, 20 points, 5 to 7 pgs (1.1, 4.6, 6.2, 6.3, 6.5, 6.5, 6.7)
Similar to ethnography and its focus on the study of experience, an autoethnography includes observation of daily behavior, unearthing of local beliefs, and recording of life history. Rather than a portrait of the "other" (person, group, or culture), the difference is that the researcher is constructing a portrait of the self. An autoethnography includes research, narrative, and method that connects the autobiographical and personal to the cultural, social, and political.

An autoethnography is different from an autobiography because you are writing about yourself in relation to a group or community. For this assignment you are bringing a critical perspective to your life story in P-12 schools and transitioning into post-secondary education. You will be interweaving personal experience of the context, structure, and history of your own education with the readings and discussing how the two relate. This assignment is an opportunity to reflect on how your race, class, gender, socio-economic status and/or other identities has affected your experiences, values, and biases in relation to schooling and your future goals and ethical conduct in your role as an educator and the learning outcomes for all students. Questions to consider when writing this assignment are:

-What, if any, privileges did you/ do you enjoy during your P-12 schooling?
-What hardships did you experience throughout your P-12 schools?
-How was race and/or gender discussed or how did it play out in your school and home life?
-What factor did gender play in your upbringing?
-How did social class shape the quality of the education that you received?
-How were your classes and/or school(s) stratified racially?
-What lessons did you learn about race, class, & gender (and/or other identities) in your community?
-Did the cultures of your schools differ from the culture of your neighborhood, city, country, etc.?

Students should incorporate any relevant readings or literature that has been covered in class as well as outside sources (3-5 sources) to write this paper in order to make connection between your experiences and various theories, ideas, and concepts discussed in the course. A thorough discussion will be facilitated regarding the details of this assignment prior to its due date.

4. Pedagogy in Action, 40 points total (5 pts outline, 10 pts presentation, 25 pts final paper), 6 to 8 pgs. (1.5, 2.4, 4.1, 4.6, 5.7, 6.3, 6.3, 6.4, 6.5, 6.6, 6.7)

Through observation and interviews of teachers you will gain a better understanding how equity and diversity plays out in the context, structure, and history of public schools through critical and creative thinking and analysis. For this assignment you will select a teacher who you think exemplifies critical pedagogical approaches and who, to the best of your knowledge, reflects the values of diversity and equity we are discussing in class and in text. This assignment will also provide you with a deeper understanding of the role of the teacher in all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students. You may find it more informative to interview/observe someone you do not immediately work with; this person could be from another school/district, a former educator that you once had, and/or a colleague's cooperating teacher.

The interview will serve as the basis for a narrative paper regarding the teacher you have chosen. The narrative will be similar to the type of paper you might prepare when doing field research for a larger project. You will want to write the narrative in a way that reflects the richness of qualitative research and provides insight to this instructor (including but not limited to EL level, trauma, homelessness, foster care, incarceration, and/or are medically fragile students, and short- and long-term planning). Your grade for this assignment will be based upon quality of interview results and your ability to correlate data to readings and class discussions to what you have observed into your own learning goals for your professional role and responsibility.

You are required to provide the name and school information of the teacher you are interviewing by **week**

8. A suggested outline for the paper (no more than 2 pages) is due **week 10**. Your final paper is due **week 15** and should reference 3-5 or more peer-reviewed articles outside of the course readings. In addition to the paper, you will also be conducting a short final presentation which counts for 10 points towards your final grade.

ELPS 417 Course Schedule

Week	Topic/Activity	Reading	Assignment
1	Intro to Course Syllabus Review	-Gonzalez (2017)	
2	Historical Context: Assimilation & Segregation Roles & Responsibilities	-Beals (1994) -Blanco (2010) -Orfield et al. (2016) -Zitkala-sa (1921)	(6.6, 6.7)
3	Theoretical Perspectives: Deficit- to Asset-Based Thinking Diverse, multiple, and culturally responsive perspectives Values, biases, and creating caring and fair environments	-Freire (2014) -Valencia (1997) -Yosso (2005)	Critical Response Paper #1 (2.2, 6.2, 7.3)
4	Educational Learning Opportunities: assessment data, language proficiency, and cultural background for both short- and long-term planning (4.1, 6.6)	-Children's Defense Fund (2017) -Education Trust-West (2010) -Ladson-Billings (2006)	
5	Linguistic & Cultural Hierarchies: Using English learners' assessment data to in planning instruction; Using inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction	-Baker-Bell (2013) -Gandara & Escamilla (2016) -Kohli & Solorzano (2012)	Critical Response Paper #2 (5.7, 7.3)
6	Unpacking Curricular Bias: Students, learning goals, curriculum, accommodations and/or modifications	-Au & Gourd (2013) -Loewen (2008) -Oakes (2000)	Critical Response Paper #3 (3.2)
7	Special Education & Ableism	-Annama (2015) -Artiles et al. (2002) -Storey (2007)	Autoethnography

8	Immigration & Citizenship	-Adelman & Taylor (2015) -Gonzales et al. (2015) -McBrien(2005)	Name of Teacher & School Form
9	Social Class, Neighborhoods, and Communities	-Weis (2023)	
10	Gender & Sexual Orientation	-Buchmann et al. (2008) -Fergus & Noguera (2010) -Macgillivray (2000)	Pedagogy in Action Outline
11	Homelessness, Food Insecurity, & Foster Care (2.4)	-Berliner & Lezin (2012) -Mc Crossan Cassar (2018) -Miller et al (2015)	Critical Response Paper #4 (2.4)
12	School Discipline, restorative justice, conflict resolution & Disproportionality (2.1)	-Gregroy et al. (2015) -Losen (2011) -Schott Foundation et al. (2014)	
13	College Access & Equity	-Callan (2009) -Tunstall et al. (2016) -Yun & Moreno (2006)	
14	Future Policy and Educational Outcomes	-Levinson et al. (2022)	
15	Final Paper & Presentation Course Review & Evaluation		Pedagogy in Action Final Paper & Presentation

On-Campus Resources

The following is a summary of resources for your academic and personal well-being:

Accommodations and Services	
Disability Resources and Educational Services (DRES) provides academic accommodations and support for students with disabilities. Faculty cannot provide assistance to students seeking accommodations unless they have disability documentation and are registered with DRES.	Bayramian Hall (BH 110) www.csun.edu/dres or dres@csun.edu (818) 677-2684
National Center on Deafness (NCOD) provides communication access, leadership opportunities, scholarships and direct communication classes for Deaf students. Registering with NCOD allows students to receive access to academic services	Jeanne Chisholm Hall www.csun.edu/ncod or ncod@csun.edu (818) 677-2054 (telephone) (818) 671-4443 (video phone)
Writing Resources	
Africana Studies Writing Lab and Reference Center	Sierra Hall 273 www.csun.edu/social-behavioral-sciences/africana-studies/das-writing-lab-and-reference-library (818) 677-2084
Chicana/o Studies Writing Center	Jerome Richfield 142 www.csun.edu/humanities/chicana-chicano-studies/students (818) 677-7881
Learning Resource Center/ University Writing Center	Oviatt Library 3rd Floor, East Wing www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center or lrc@csun.edu (818) 677-2033
Inclusive Student Programs and Resources	

Asian American Studies Pathways Project (AASPP) Ethnic-studies based retention programming for Asian American and Pacific Islander students and allies	Glenn Omatsu House, 18356 Halstead Ave. aaspathways@gmail.com (818) 677-7005
EOP DREAM Center Resource center for undocumented students, students from mixed status families, and allies	USU Building C (to the right of the Northridge Center) www.csun.edu/eop/dreamcenter (818) 677-7069
Pride Center Programming and support for LGBTQIA+ students, staff, and faculty	USU Sol Center, 2nd Floor www.csun.edu/pride or pride@csun.edu (818) 677-4355
Revolutionary Scholars Project Programming and support for formerly incarcerated and systems-impacted students	Chicana/o House www.csun.edu/humanities/revolutionary-scholars revolutionaryscholarsproject@csun.edu
Veterans Resource Center Programming and support for student veterans and reservists, and their dependents	USU (between SRC and Computer Lab) www.csun.edu/vrc or vrc@csun.edu (818) 677-4672
Women's Research and Resource Center Programming and resources for women-identified students and students interested in issues of gender	Glenn Omatsu House, 18356 Halstead Ave. www.csun.edu/womens-research-resource-center (818) 677-2780
Health and Wellness	
Food Pantry Provides no cost food and food cost assistance, and basic necessities	www.csun.edu/mic/csun-food-pantry csunfoodpantry@csun.edu (818) 677-2730
Oasis Wellness Center Offers nutrition counseling, meditation, massages, acupuncture, nap pods, and wellness workshops	USU (to the right of the Computer Lab) www.csun.edu/oasis or oasis@csunn.edu (818)677-7373
University Counseling Services Offers short-term counseling, crisis intervention, group workshops, psychiatric consultation, mental health support	Bayramian Hall 520 www.csun.edu/counseling or coun@csun.edu (818) 677-2366

ELPS 417: Equity and Diversity in Schools   TPE Index

Pages on which TPEs are <mark style="background:yellow">Introduced are in yellow</mark>, <mark style="background:cyan">Practiced in teal</mark>, and <mark style="background:lime">Assessed in green</mark>.

TPE 1 Engaging and Supporting All Students in Learning
1.1   Autoethnography: p. 6

1.5   Pedagogy in Action: p. 6

TPE 2 Creating and Maintaining Effective Environments
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2.2   Week 3: p. 7

2.4   Week 11: p. 8
2.4   Week 11: p. 8
2.4   Pedagogy in Action: p. 6

TPE 5 Assessing Student Learning

5.7   Week 5: p. 7
5.7   Pedagogy in Action: p. 6

TPE 6 Developing as a Professional Educator

6.2   Week 3: p. 7
6.2   Autoethnography: p. 6
6.3   Autoethnography: p. 6
6.3   Pedagogy in Action: p. 6
6.3   Pedagogy in Action: p. 6
6.4   Pedagogy in Action: p. 6

6.5   Autoethnography: p. 6
6.5   Autoethnography: p. 6
6.5   Pedagogy in Action: p. 6

TPE 3 Understanding and Organizing Subject Matter for Student Learning
3.2   Week 6, p. 7

TPE 4 Planning Instruction and Designing Learning Experiences for All Students
4.1   Week 4: p. 7
4.1   Pedagogy in Action: p. 6
4.6   Autoethnography: p. 6
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6.6   Week 2: p. 7
6.6   Pedagogy in Action, 6
6.7   Week 2: p. 7
6.7   Autoethnography: p. 6
6.7   Pedagogy in Action: p. 6

TPE 7 Providing Effective Literacy Instruction
7.3   Week 2; p. 7
7.3   Week 5; p. 7