



Introduction to Diversity: Understanding Diverse Students

Course Description: Critical mass is the theory behind creating social, political, and cultural changes by reaching a certain number of individuals. The concept is based in what the collective can do together. Intersectionality is the examination of individuals who fall into "multiple identities" - being a person of color and LGBTQ, being a woman with a disability, or being a person of color who is also in a religious minority. Intersectionality can have incredible impacts on students, their families, and our schools.

This online course will take a deep look at the concepts of privilege, intersectionality, research on students who have multiple identities, and work on ideas to make your school and community a more open environment.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- Understand social justice and feminist terminologies
- Gain knowledge about the matrix of domination, privilege, and how oppression plays out in communities
- Consider how to more effectively work with students who face barriers due to Intersectionality
- Create safer learning environments and communities for students who experience Intersectionality
- Demonstrate a knowledge of biases in one’s self and surrounding institution
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
2	Discussion: Diversity – Participants will reflect on what diversity is and how diversity can impact the climate and culture of classrooms and schools.	0.85 Hours
3	Discussion: Privilege – Participants will explore the topic of privilege and read Unpacking the Invisible Knapsack by Peggy McIntosh	0.85 Hours
4	Discussion: Who Am I? – Participants will explore their own identities and share how those experiences impact their identities.	0.85 Hours
5	Discussion: Microaggression – Participants will reflect on what microaggressions are and how they can manifest in classrooms, schools, and communities.	0.85 Hours

6	Discussion: Intersectionality – Participants will explore the overarching topic of intersectionality and review Ted Talks featuring various speakers on the subject.	0.85 Hours
7	Discussion: Diversity in the Classroom – Participants will read articles and watch a short video on how to accommodate and affirm the diverse identities of their students. After reviewing course materials, they will answer critical thinking questions on key concepts regarding diversity and the classroom.	0.85 Hours
8	Discussion: Teaching Social Justice – In this lesson, participant will review four different approaches to infusing student voice and social justice into their school curriculum. They will reflect on where their curriculum lands and how they can make improvements to their curriculum.	0.85 Hours
9	Discussion: Overcoming Bias – Moving Toward Diversity – Participants will review a video and answer overarching questions at the end regarding the identities of those in power.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
TOTAL HOURS		10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course. Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1

	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.