

PDE-UD: Implicit Bias for Classroom Practitioners

Instructor & Course Information

Instructional Hours: 30

Instructor: Tamara Waters-Wheeler, Ed.S, NCSP, NMT Phase 2 Trained

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Office Hours: By appointment

Please email or phone with any questions, a response should be provided within 24 -48 hours of receipt.

Course Description and Objectives

After completing this course participants will:

1. Understand what implicit biases are and how they impact instruction and learning in the classroom.
2. Explore and become aware of their own implicit biases and how they affect their personal practice and instruction.
3. Be able to apply basic strategies for reducing implicit bias in the classroom and school settings.

Course Overview:

The course content is organized into six lessons. Each lesson includes a reading assignment, a variety of links to articles, video/audio, and other instructional resources selected to enhance the learning experience and support the various topics. Reflection posts, reflection activities and a final paper/project will be used to assess your comprehension and application of those materials.

Textbook and Course Materials

Text: Implicit Bias in Schools: A Practitioner's Guide-1st Edition by Gullo, G., Capatosto, K., Staats, C. (Dec. 2018):
Routledge. ISBN: 978-1138497061

Technical Requirements

You will use Microsoft Word to complete assignments. Students are expected to use their official UND email in the course. The [UND technical support webpage](#) contains information on your UND email and how to download a free version of Microsoft Office.

For technical assistance, please contact UND Tech Support at 701-777-2222. For a list of Technical Requirements please visit the website. Visit the University Information Technologies (UIT) website for their hours, help documents and other resources.

Minimum Technical Skills Needed: To succeed in this course, at a minimum, you should be able to:

- Navigate in and use basic Blackboard functions
- Download and open electronic documents
- Create, save, and upload/attach electronic documents

- Send, receive, and manage email

ACCESS & NAVIGATION: Access and Log in Information: This course was developed and will be facilitated utilizing Blackboard. To get started with the course, please go to: <http://blackboard.und.edu> You will need your NDUS. Identifier, Username and Password to log in to the course. If you do not know your NDUS Identifier or have forgotten your password, please visit the Your NDUS Account page on the UIT website

Course Overview and Organization

Lesson	Chapters	Content/Resources
1	Chapters 1 and 2	Read Chapters 1 and 2 of "Implicit Bias in Schools: A Practitioners Guide" (2 hrs.) Review Implicit Bias PowerPoint (30 mins.) Article Hugenberg, K. & Bodenhausen, G., <i>FACING PREJUDICE: Implicit Prejudice and the Perception of Facial Threat</i> , 6 Psych. Sci. 14 (2003) (30 mins.) Article Reflection Assignment (1 hr.)
2		Read Chapters 3 and 4 of "Implicit Bias in Schools: A Practitioners Guide" (2 hrs.) Read Unconscious Bias in the Classroom Report (1 hr.): https://services.google.com/fh/files/misc/unconscious-bias-in-the-classroom-report.pdf Watch Video and Reflect: Verna Myers-How to Overcome Our Biases (30 mins.) https://www.youtube.com/watch?v=uYyvbGjNzKQ Complete Reflection Assignment(s) (1-2 hrs.)
3		Read Chapters 5 and 6 of "Implicit Bias in Schools: A Practitioners Guide" (2 hrs.) Watch Video: How Prejudiced Are You? Recognizing and Combating Unconscious Bias Jennefer Witter TEDxAlbany: https://www.youtube.com/watch?v=tEoajtG90qY (30 mins.) Video Reflection Assignment (30 mins) Complete at least 2 Implicit Bias Tests (1 hr.): https://implicit.harvard.edu/implicit/takeatest.html Complete Reflection Assignment (1hr.)
4		Read Chapter 7 of "Implicit Bias in Schools: A Practitioners Guide" (1 hr.) Read "Locked Out of the Classroom" : https://www.naacpldf.org/files/about-us/Bias_Reportv2017_30_11_FINAL.pdf (2 hrs.) Watch Video: Tracey Bensen: Unconscious Biases in Schools: https://www.youtube.com/watch?v=F75kbacFJN0 (1.5 hrs.) Video Reflection Assignment (30 mins.) Reflection Assignment (2-3 hrs.)
5		Read Chapter 8 of "Implicit Bias in Schools: A Practitioners Guide" (1 hr.) Read Article: "A Leader's Guide to Talking About Bias" Harvard Graduate School of Education" (1 hr.) Watch Video: Courageous Conversations About Race-Glen Singleton: https://www.youtube.com/watch?v=KLsm8h9gSuQ (30 mins) Review Example PowerPoint (1 hr.) Reflection Assignment (2-3 hrs.)
6		Read Chapter 9 of "Implicit Bias in Schools: A Practitioners Guide" (1 hr.) Read Booklet: "The Impact of Implicit Bias Training"- Hanover Research, 2019 (1 hr.) Final Reflection Assignment (3-4 hrs.)

Assessment and Grading

This course is made up of a series of assessments which will be graded. It requires reading assignments, videos and articles. Students will work on a combination of reflection assignments and a final paper.

Describe each type of graded assessment you will use in the course.

- Reflection Assignments- 5 projects you complete related to material covered in that lesson.
- Final Reflection Assignment
- Article Summaries-Read assigned articles and provide a brief summary of what you learned.

Point Breakdown

Reflection Assignments.	30 points each (180 points)
Video Reflections	10 points each (20 points)
Final Reflection Assignment:	100 points

Grading Scale

A	90% to 100%
B	80% to 89%
C.	70% to 79%
F	< 70%

Netiquette

Netiquette is a set of rules for behaving properly online. Here are a few basic points to remember when communicating in this course:

- **Be scholarly.** Use proper language, grammar, and spelling. Explain your thoughts, justify opinions, and credit the ideas of others by citing or linking to scholarly resources. Avoid misinforming others when you are unsure of the answer. When discussing something and supplying a guess, clearly state that.
- **Be respectful.** Respect the privacy of others. Do not share personal or professional information about others unless permission has been granted. Respect diversity and opinions that differ from their own. Be tactful when you communicate.
- **Be professional.** Everyone should strive to give their best impression online. Truthfulness, accuracy, and running a final spell check are appropriate expectations for university students. Writing in a legible font and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions, known as flaming, is unprofessional as well as disruptive.
- **Be polite.** Students should be addressing professors and instructors by the appropriate title or requested name. Students should interact online politely, just as they would be expected to do in a physical environment. Sarcasm rudeness and writing in all capital letters (shouting) should be avoided.

For more information, read the [Top 12 Be-Attitudes of Netiquette for Academicians](#).

About UND Professional Development for Educators Courses

You have up to four months to complete this course from the time of your enrollment. You may work at your own pace and complete lessons/exams on your own schedule, submitting up to 3 per week for grading.

After you finish your course, your final grade will be posted in Blackboard. Please **allow 3-5 business days for your final grade to appear** on your transcript in Campus Connection. You will receive a confirmation email from the Enroll Anytime staff once the final grade is officially posted on your transcript. You may then order an official transcript, if desired.

If you have an **administrative** question regarding course enrollment dates, extensions, withdrawals, questions regarding your transcript, or need exam assistance, please contact the **Office of Extended Learning** at und.courses@UND.edu or 701-777-0488.

Questions regarding **coursework** should be directed to the **instructor**.

For **technical support** including username and password help, assignment submission, or other technical assistance in the course, contact [University Information Technology](#).

Student Resources

Many services are available to online students such as writing assistance from the UND Writing Center. Visit the [Student Resources page](#) for more information. You can also access the resources webpage from the *Student Resources* link in your Blackboard course menu.

University of North Dakota Policies & Resources

Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. Read more in the [Code of Student Life](#).

Disability Support and Medical Services

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please contact me. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (180 McCannel Hall, 701.777.3425) or [you may register online](#).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. An example of a courtesy service includes access to a test scribe if the student has a broken hand. If you are unable to make your own arrangements, please contact [DSS](#) (701.777.3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of

race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the [UND Title IX site](#).

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, [learn more about confidential support services](#) at UND.

UND Cares Program

The [UND Cares program](#) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. Visit the [UND Cares program](#) webpage for more additional information.