Course Syllabus: **EDLE 6093 Cultural Foundations in Educational Leadership**

Gordon T. and Ellen West College of Education
EDLE 6093 X30
Summer I 2022, May 31-June 30

Contact Information

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Course Description

Doctoral seminar on issues of policy, structures and practices in educational leadership specific to cultural diversity in a K-12 setting. Explores the cause and consequences of inequities in society and in K-12 specifically and the effect on educator/student and family relationships and academic success.

Textbooks

Required texts:

Nelson, J. L., Palonsky, S. B., & McCarthy, M. S. (2021). Critical Issues in Education: dialogues and dialects. Longrove, ILL: Waveland Press. 978-1-14786-4045-5

Malone, H. J., Rincón-Gallardo, S., and Kew, K. (2018). Future Directions for Educational Change: Social justice, professional capital, and systems change. New York: Routledge. 978-1138283916

Course BIG Questions Related to Social Justice

- What is Social Justice in Education?

- How does equality in society impact education?

Course Goals and Objectives

Candidate will:

- Explore causes and consequences of inequities in society and how they relate to K-12 student success.

- Examine structures and practices in educational leadership specific to cultural diversity in a K-12 setting.

Course is aligned to the following NELP District Standards:

- Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

- Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

- Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

- Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

- Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

- Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

- Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

- Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

- Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Course Reading and Assignment Guide

Week	Reading	Zoom Meetings	Assignments	Discussions
Week 1 (May 31-5)	*Critical Issues*: Chapters 2-3 *Future Directions*: Chapters 2-3	Tuesday, May 31st 6:00-7:30pm (Lecture, Discussion, Reviewing course structure)	No assignments	Discussion 1
Week 2 (June 6-12)	*Critical Issues*: Chapters 4-5 *Future Directions*: Chapter 4 Case Study 1	Tuesday, June 7th 6:00-7:30pm (Lecture, Discussion, Case Study 1)	Uncovering Inequities Presentation *Due June 12th*	Discussion 2
Week 3 (June 13-19)	*Critical Issues*: Chapter 6 *Future Directions*: Chapter 5 Case Study 2	Tuesday, June 14th 6:00-7:30pm (Lecture, Discussion, Case Study 2)	Responses to Uncovering Inequities Presentations *Due June 19th*	Discussion 3
Week 4 (June 20-26)	*Critical Issues*: Chapter 7 *Future Directions*: Chapter 6 Case Study 3	Tuesday, June 21st 6:00-7:30pm (Lecture, Discussion, Case Study 3)	Brief: Social Justice & My Problem of Practice *Due June 26th*	Discussion 4

| Week 5 (June 27-June 30) | *Choose 1 chapter from the following- Critical Issues*: Chapters 12, 13, 14, or 16

Case Study 4 | Tuesday, June 28th 6:00-7:30pm (Lecture, Discussion, Case Study 4) | The Nexus of Leadership Competencies and Social Justice *Due June 30th* | Discussion 5 (from chosen chapter from Week 5 reading) |

Grades

Activities	Points
Discussions (5 at 5 points each)	25
Participation in Zoom Case Study Discussions	5
Uncovering Inequities Presentation	20
Response to Uncovering Inequities Presentations	10
Brief: Social Justice & my Problem of Practice	20
The Nexus of Leadership Competencies and Social Justice	20
Total	100

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

Attendance/Participation

- Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Quality Requirements

- "Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work
- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).

- Written assignments should be done in Microsoft Word and turned in as an attachment in dropbox on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.
The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit

drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." Student Handbook 2021-22

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Senate Bill 11 Handgun Policy
Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: Campus Carry

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
Explore causes and consequences of inequities in society and how they relate to K-12 student success.	Component 2.2 Component 2.3 Component 3.1 Component 3.2 Component 3.3 Component 5.1 Component 5.2 Component 7.3 Component 7.4
Examine structures and practices in educational leadership specific to cultural diversity in a K-12 setting.	Component 2.2 Component 2.3 Component 3.1 Component 3.2 Component 3.3

Course Objectives or Student Learning Outcomes	Standard or Competency
	Component 5.1 Component 5.2 Component 7.3 Component 7.4

Appendix B: Assignment/Standard Alignment Matrix

Assignment/Module/ Course Activities	Standard or Competency
Uncovering Inequities Presentation	Component 3.1 Component 3.2 Component 5.1
Response to Uncovering Inequities Presentations	Component 3.1 Component 3.2
Brief: Social Justice & my Problem of Practice	Component 3.2 Component 5.1
The Nexus of Leadership Competencies and Social Justice	Component 2.2 Component 2.3 Component 3.1 Component 3.2 Component 3.3 Component 5.1 Component 5.2 Component 7.3 Component 7.4
Discussions 1-5	Component 2.2 Component 2.3 Component 3.1 Component 3.2 Component 3.3 Component 5.1 Component 5.2 Component 7.3 Component 7.4
Case Studies 1-4	Component 2.2 Component 2.3 Component 3.1 Component 3.2 Component 3.3

Assignment/Module/ Course Activities	Standard or Competency
	Component 5.1
	Component 5.2
	Component 7.3
	Component 7.4

References/Scientifically-Based Research/Additional Readings:

Anderson, E., & Young, M.D. (2018). A framework for district effectiveness. UCEA Review, 60 (3), 1-6.

Dexter, S., Richardson, J. W., Nash, J. B. (2017). In M.D. Young and G. Crow (Eds.), Handbook of Research on the Education of School Leaders, 2nd Edition, pp202-228. New York: Routledge.

Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. Educational Administration Quarterly, 47(3), 462-495. doi: 10.1177/0013161X10396929.

Skrla, L., Scheurich, J. J., & Johnson, J. F. (2000). Equity-driven achievement-focused school districts:
A report on systemic school success in four Texas school districts serving diverse student populations. Retrieved from Charles A. Dana Center website: http://www.utdanacenter.org.