



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: EDLE 6093 Foundations in Educational Leadership

Gordon T. and Ellen West College of Education

EDLE 6093 X30

Summer I 2026, June 1-July 2

Contact Information

Instructor: Stephanie Zamora Robles

Office: Bridwell Hall 102 E

Office hours: by appointment

Office phone: (940) 397-6220

E-mail: stephanie.robles@msutexas.edu

Course Description

Doctoral seminar on issues of policy, structures, and practices in educational leadership specific to 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 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 educator/student and family relationships and academic success.

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	Assignments	Discussions
Week 1 (June 1-7)	<i>Critical Issues</i> : Chapters 2-3 <i>Future Directions</i> : Chapters 2-3	Introduction Post- June 3	Discussion 1 Initial Posts- June 3 Responses- June 7
Week 2 (June 8-14)	<i>Critical Issues</i> : Chapters 4-5 <i>Future Directions</i> : Chapter 4	Uncovering Inequities Presentation <i>Due June 11</i>	Discussion 2 Initial Posts- June 10 Responses- June 14
Week 3 (June 15-21)	<i>Critical Issues</i> : Chapter 7 <i>Future Directions</i> : Chapter 5	Responses to Uncovering Inequities Presentations <i>Due June 19</i>	Discussion 3 Initial Posts- June 17 Responses- June 21
Week 4 (June 22-28)	<i>Critical Issues</i> : Chapter 8 <i>Future Directions</i> : Chapter 6	Brief: Social Justice & My Problem of Practice <i>Due June 25</i>	Discussion 4 Initial Posts- June 24 Responses- June 28
Week 5 (June 29-July 2)	<i>Choose 1 chapter</i> from the following- <i>Critical Issues</i> : Chapters 12, 13, 14, or 16	The Nexus of Leadership Competencies and Social Justice <i>Due July 2</i>	Discussion 5 (from chosen chapter from Week 5 reading) Initial Post- July 1

Grades

Activities	Points
Introduction Post	5
Discussions (5 at 5 points each)	25
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

Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for August graduation: June 22, 2026,
- Last Day to drop with a grade of “W”: June 17, 2026.
- Refer to: [Drops, Withdrawals & Void](#)

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 platform, as it serves as a primary source of communication for 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.

Attendance

Students are expected to participate in all required discussion posts. Because this is an online course, attendance will be demonstrated through regular engagement in D2L. Logging into D2L at least twice per week, participating in discussions, and making consistent progress on assignments will be considered evidence of weekly attendance.

In the event of an emergency that prevents you from logging into D2L or completing coursework, please notify the instructor as early as possible. Excessive absences or lack of course engagement may result in an instructor-initiated drop.

Late work will not be accepted for full credit unless the student has made prior arrangements with the instructor and the work is approved in advance.

Important Course Information

Taking an online course requires regular access to a computer and reliable internet in order to complete and submit assignments. It is the student’s responsibility to ensure access to a working computer throughout the course. Assignments are due by the posted deadlines. Personal computer issues or technical difficulties will not automatically be considered a valid reason for extending deadlines for assignments, tests, or discussion posts.

Academic honesty is expected in all coursework. Cheating, collusion, and plagiarism are not acceptable. Plagiarism includes using the words, ideas, or work of others, whether published or unpublished, without proper citation, as well as submitting work for credit that is not the student’s own. Turnitin may be used for assignments as needed and is integrated directly into D2L. Students do not need to complete any additional steps to submit through Turnitin. Students will be able to view the similarity percentage and may revise and resubmit work before the due date. A similarity score of 30% or higher is considered excessive. Assignments with excessive plagiarism may receive a grade of zero and may not be eligible for makeup work.

D2L will be used for posting the syllabus, course communication, course schedule, attendance, and gradebook. Meetings may be held virtually, by phone, or in person, depending on student needs and availability. The instructor is committed to supporting student success and providing guidance throughout the course. However, student success also requires reading instructor feedback, responding to emails in a timely manner, demonstrating growth, and maintaining professionalism. Feedback is intended to help students improve their understanding of course topics and strengthen the quality of their work. Students are encouraged to schedule individual meetings to discuss feedback or course expectations as needed.

Regular course updates will be posted in the D2L News section. Students are expected to check D2L regularly to stay informed about announcements, assignments, and course expectations.

Expectations for Written Work

Correct grammar, punctuation, spelling, and professional writing are expected on all written assignments. Discussion posts should be thoughtful, clear, and connected to course content, although they may be less formal than major written assignments or research projects.

- Written assignments should be completed in Microsoft Word and submitted as attachments in the appropriate D2L Dropbox.
- Discussion posts should be completed directly in the D2L discussion space and should not be uploaded as attachments.
- Due dates should be followed in order to receive the highest possible grade.
- When referring to the ideas or work of others, students should use proper APA citation format.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#).

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

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 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

Assignment/Module/ Course Activities	Standard or Competency
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

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>.