

# Course Syllabus: EDLE 5653 Building School Communities for Diverse Learners

## Gordon T. and Ellen West College of Education

# Summer II 2019, July 8-August 8

## **Contact Information**

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## **Course Description**

## EDLE 5653 A study of the characteristics and educational needs of diverse communities. The primary focus is to equip educational leaders with the knowledge and skills to recognize, implement, and maintain inclusive and effective instructional programs that ensure success for all students.

## **Textbook & Instructional Materials**

* Lindsey, R., Robins, K., & Terrell, R. (2019). *Cultural Proficiency: A manual for school leaders.4th ed.*Thousand Oaks, CA: Corwin Press.
* Ontario Principals Council. (2012). *The Principal a Leader of the Equitable School.* Thousand Oaks, CA: Corwin Press.

## **Objectives**

* Students will reflect on their own cultural proficiency.
* Students will discover the conceptual proficiency framework, how it relates to schools, and the tools for promoting cultural proficiency.
* Students will reflect on their practice as a school leader as it relates to leading an equitable school.
* Students will practice gathering observational data in order to create a plan for school improvement as it relates to equity.
* Students will examine cases to uncover issues relating to creating equitable schools.
* Students will participate in a community service activity and reflect on what they learned about interacting with individuals different from themselves.

## **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

## **Grading**

Course Grade – Grades for this course will be assigned as follows:

| Assignments | Percentage |
| --- | --- |
| Discussion Activities | 25% |
| Journal | 5% |
| Case Studies  | 20% |
| Cultural Proficiency and Reflection Activities | 25% |
| Service Learning Project | 25% |

## **West College of Education Conceptual Framework**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

* Learner Development - understand how learners grow and develop, recognizing

that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

* Learning Differences -understand individual differences and diverse cultures

and communities to ensure inclusive learning environments that enable each learner to meet high standards.

* Learning Environment - work with others to create environments that support

individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

* Content Knowledge - understand the central concepts, tools of inquiry, and

structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

* Application of Content - understand how to connect concepts and use differing

perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

* Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
* Planning for Instruction - plan instruction that supports every student in meeting

rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

* Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
* Professional Learning and Ethical Practice - engage in ongoing professional learning

and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

* Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues,

other school professionals, and community members to ensure learner growth, and to advance the profession.

## **Attendance/Online Participation**

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Regular online participation is required.  Please pay careful attention to due dates. All of the reading is required.

## **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 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](https://d2l.mwsu.edu/) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## **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 <http://www.mwsu.edu/student-life/disability>.

## **College Policies**

### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](https://mwsu.edu/campus-carry/rules-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.

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