

George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 634-602– Contemporary Issues in Education Leadership
3 Credits, Summer 2022

Mondays 4:45pm to 6:00pm synchronous

6:00pm to 7:10pm asynchronous

Blackboard site:

BBCU Link: <https://us.bbcollab.com/guest/17753efef2c2470587a9d83c8f09f197>

May 23-July 18th

Faculty

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Office Hours: By Appointment

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University Catalog Course Description

Contemporary Issues in Education Leadership (3:3:0) Examines current and emerging issues and trends impacting education to include: demographic shifts; globalization; technology; data-based decision making; inclusion of diverse learners in American schools; and recent research on student achievement when influenced by race, gender, and poverty.

General Goals: Students in this course will learn how to access and manipulate GIS sites to retrieve and analyze demographic data, convey an understanding of demographic changes that have occurred and are projected to occur in America; including forces affecting the changing racial map, population shifts, cultural and generational gaps, and their impact on education. Students will analyze and explain research about education gaps related to race/ethnicity, disability, SES or dominant language and apply such research to narrowing these gaps.

Course Delivery Method

This course will be delivered online (50%) using both synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site is available now. We will use Google Meet for our synchronous sessions.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

- https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

Students who successfully complete this course will be able to:

1. Apply to their school settings an understanding of the demographic shifts in America over the past 45 years and the projections for the next 35 years in the geographic locations of populations, the racial composition of populations by location, and the distribution of the populations by age.
2. Demonstrate their understanding of what we know about how to reduce opportunity and achievement gaps related to race/ethnicity, disability, SES and dominant language.

3. Apply their knowledge of opportunity and achievement gap closing interventions to their school setting in at least one of the areas of race/ethnicity, disability, SES or dominant language.

Required Texts:

1. Frey, William H. (2018). Diversity explosion: How new racial demographics are remaking America. Washington, D.C.: Brookings Institution Press. (Note that there is a new 2018 edition)
2. Online Subscription to EdWeek

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor

General Expectations

Consistent with expectations of a Master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

- Application of concepts embedded in assigned readings and other materials and reinforced in classroom activities
- The quality of analysis, synthesis, and application
- The ability to write in a clear, concise, and organized fashion

Class participation – 40% of Final Grade (20% is homework)

Candidates are expected to participate actively in class discussions, debates, online assignments, small group activities, and in serving as critical friends to other colleagues. The participation rubric is available on the course site. Participation points will be assessed as part of each unit and the activities are as follows:

Written assignments – 60% of Final Grade

You will write **two papers** during the course. The first paper involves reporting a demographic analysis. The second is a literature review of the nature of an achievement gap and what the research suggests might help close it, followed by a set of proposed actions to narrow it in your setting, this also includes a presentation. A **detailed description** of each assignment and a rubric for grading each assignment are included after the class schedule.

The two papers are related to one another. The first paper requires that you analyze the changing demographics of your school or school district. The second paper represents a synthesis and analysis of the research related to the nature of an achievement gap you select

and what the research suggests regarding interventions to narrow the gap, followed by what you would propose to implement to narrow the gap in your setting.

Both papers must be submitted on time, electronically via Blackboard.

Late work: Students' work is expected on time, meaning no later than by midnight of the due date. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Grading:

A+ = 100 percent	A = 95 - 99 percent	A - = 90 - 94 percent
B+ = 87 - 89 percent	B = 83 - 86 percent	B - = 80 - 82 percent
C = 75 - 79 percent	F = 0 - 74 percent	

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

[Additional Program or Division content, supplemental materials, instructions, and graphics may be placed here, as appropriate.]