

GEORGE MASON UNIVERSITY
Education Leadership Program
EDLE 634.603
Contemporary Issues in Education Leadership
Summer 2022 (3 credit hours)

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Office Hours: By appointment
Course Term: May 25 – July 20, 2022, 4:45-7:45- Hybrid

I. 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.

II. COURSE LEARNER OUTCOMES/OBJECTIVES

Students completing the course successfully will be able 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 generation gaps and their impact on education.
- Analyze and explain research about education gaps related to race/ethnicity, disability, SES, or dominant language.
- Apply knowledge of opportunity and achievement gaps and closing interventions to school setting in at least one of the areas of race/ethnicity, disability, SES, or dominant language.
- Consider the number of challenges school leaders typically face when managing staff and students.

III. COURSE DELIVERY METHOD

This course will be delivered in a hybrid format using a face-to-face, synchronous, and asynchronous online formats 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 site will be available on Monday, May 23, 2022.

The expectation for face-to-face Zoom class meetings requires students' full attention to course content, class discussion and engagement in the lesson. For your safety and well-being of students, under no circumstances, may students participate in online sessions (either by

phone or Internet) while operating motor vehicles. Further, as expected in a face-face class meeting, such online participation requires undivided attention to course content and communication.

On-line Course Expectations

Course Week: The course week will begin on Wednesday with our class and end on Tuesday. I will send out the reminders for each week. These will also be available in Blackboard.

Log-in Frequency: All students should participate live during our synchronous and face-to-face sessions. Students should make sure their camera is on. 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 several times a week.

Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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. 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 ensure accessibility must be registered with George Mason University Disability Services.

IV. Technology 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/

V. COURSE MATERIALS

Required Text and Supplemental Readings

- Frey, William H. (2018). *Diversity explosion: How new racial demographics are remaking America*. Washington, D.C., Brookings Institution Press.
- Assigned and additional source materials will be available on the Blackboard course site.

VI. COURSE CONTENT

During the course students will learn about (1) the demographic shifts about school populations that have led to changes in current and projected student bodies; (2) research that examines causes of opportunity and achievement gaps in American education; (3) interventions related to reducing opportunity and achievement gaps by race/ethnicity, SES, dominant language, or disability; (4) examining critical issues that occur in schools when managing staff and students as a school leader; and (5) explore instructional models, recruiting of professional and service personnel, funding and recent research on student achievement when influenced by the health pandemic.

VII. COURSE ALIGNMENT TO NATIONAL STANDARDS

The following Education Leadership Constituent Council (ELCC) standard elements are addressed in this course:

- ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- ELCC 1.2:** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
- ELCC 1.3:** Candidates understand and can promote continual and sustainable school improvement.
- ELCC 1.4:** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
- ELCC 2.2:** Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- ELCC 5.1:** Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.
- ELCC 5.3:** Candidates understand and can safeguard the values of democracy, equity, and diversity.
- ELCC 6.3:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

VIII. COURSE REQUIREMENTS AND EVALUATION CRITERIA

General Expectations

Consistent with the expectations of the Education Leadership Program, grading is based on student performance in assignments. Additionally, a significant portion of the class grade will be based on participation and the contribution you make to class discussion. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, work will be assessed using the following broad criteria:

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

Specific Performances and Weights - The overall weights of the various performances are as follows:

Submitting papers: All papers must be submitted on time, electronically via Blackboard.

Late work: Students' work is expected to be on time. It is also recognized that emergency and family issues do arise. Students are encouraged to keep pace with the timelines assigned and inform the instructor if they need additional time to complete assignments. Please take advantage of instructor availability to get assistance prior to assignment deadlines.

Grading Scale:

- A+ 500 points
- A 475-499 points
- A- 450-474 points
- B+ 435-449 points
- B 415-434 points
- B- 400-414points
- C 375-399 points
- F Below 375 points

IX. 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 <http://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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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 <http://coursesupport.gmu.edu/>.
- **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 information on student support resources on campus, see** <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Plagiarism:

- Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; **a simple listing of books and articles is not sufficient.** Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)
- Plagiarism and the Honor Code: George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism

(<http://www.gmu.edu/facstaff/handbook/aD.html>). If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.

- Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics.
- If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>.

Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times. See <http://cehd.gmu.edu/students/policies-procedures/>.

Core Values Commitment: 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/>.

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.