



**EDL 7333 Societal Factors in Education
Fall 2017**

Course Number is a required course for Doctoral Degree in Education.

**College of Education
Department of Educational Leadership and Counseling**

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Office hours: By appointment, phone, or Skype/Zoom mtg.

Day and time the class meets: Wednesdays, 7:20 p.m. – 9:50 p.m.

Location of class: The Woodlands Center, Room TBD

Course Catalog Description: Through this course, graduate students will have the opportunity to examine the political, economic, and cultural factors affecting public school education and instructional leadership today. This course is designed to provide instructional leaders with insight and background into the life styles, values, and aspirations of various cultural groups as related to the leadership process. Prerequisites: Admission to the Ed.D. Program in Educational Leadership. Credit 3.

Required Textbooks:

Carter, P. & Welner, K. (2013). *Closing the Opportunity Gap: What America must do to give every child an even chance*. New York, NY: Oxford University Press.

Readings:

Readings that pertain to each weekly course topic will be posted on Blackboard and/or available through the SHSU Library electronic search database.

Course Format: Doctoral Seminar

Course Content/Objectives: In this class, we will focus on various learning objectives as listed below.

Upon successful completion of this course, doctoral students of Educational Leadership will:

- Discuss issues of diversity as they relate to education and leadership practices and reflect on one's own world view, values, beliefs, and social identity.
- Develop an understanding of the socio-historical and cultural contexts for multicultural education, cultural proficiency, privilege, equity, and inclusion in education.
- Explore educational research and theories that inform leadership, teaching, and learning for diverse groups including: social and cultural capital theory, social group identity theories, intercultural competence, and critical race theory
- Be able to recognize and assess systemic/institutional discrimination and exclusive practices, as well as cultural responsiveness and competence in schools and districts using equity and culture audits.
- Develop evidence-based strategic action plans for improvement to address identified inequities and promote cultural responsive leadership and school-wide cultural competence in schools and districts.
- Acquire resources (books, articles, websites, and other tools) to support and address societal challenges and the needs of diverse groups in schools.
- Explore how current diversity-related social issues (e.g., socioeconomic status, English language learners, religion, sexual orientation, race, ethnicity, disabilities, regional/dialectical diversity) impact students, teachers, schools, school leaders, and school communities.
- Apply various change and leadership models to support culturally responsive leadership development and high quality education for all groups in schools.

Course Requirements:

- All assignments must be submitted **on time** (even in the case of absence) or the assignment can be lowered one grade.
- All students are expected to **arrive on time** and **stay for the entire class session**.
- Students are expected to be engaged (even if using a laptop), participate, and be courteous and professional in relating to all colleagues and the professor.
- Students are expected to use their own work and accurately cite original and primary sources, otherwise work might be considered academic plagiarism. Turn-It-In programs are used consistently and plagiarism in any form is unacceptable per university policy.

- Student Syllabus Guidelines to link (www.shsu.edu/syllabus)

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA faculty course evaluation system):

Essential: Learning to apply course material; Learning to analyze critically.

Important: Learning fundamental principles, generalizations, and theories.

Important: Learning to find and use resources to solve problems.

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - NCATE Alignment by indicator

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S— SPA Standard Alignment (ELCC/ISSLC) TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator

			N—NCATE Knowledge and Skills Proficiencies by indicator
	Readings/class discussion/in-class case studies.	<p>Will demonstrate understanding of the readings and presentations as demonstrated through:</p> <ul style="list-style-type: none"> -Quality of in-class discussions. -Unit write-ups. -Case study development. -Outside reading presentation. 	S—2.1, 2.3, 2.4, 3.2 DDP—1, 5 CF—1, 3, 4 N—1, 6
	Readings/class discussion/in-class case studies/presentations on outside readings.	<ul style="list-style-type: none"> -Quality of in-class discussions. -Unit write-ups. -Case study development. -Outside reading presentation. 	S—1.1, .12, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 DDP—1, 2, 3, 4, 5 CF—1, 3, 4 N—1, 2, 6
	Readings/class discussion/in-class case studies.	<ul style="list-style-type: none"> -Quality of in-class discussions. -Unit write-ups. -Case study development. 	S—2.1, 2.3, 2.4, 3.2 DDP—1, 5 CF—1, 3, 4 N—1, 2, 6
Practice with conducting culture audits and equity audits.	Readings/class discussion/in-class case studies.	<ul style="list-style-type: none"> -Quality of in-class discussions. -Unit write-ups. -Case study development. -Org analysis 	S—1.1, .12, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 DDP—1, 2, 3, 4, 5 CF—1, 3, 4 N—1, 2, 6
	Readings/class discussion/practice conducting culture audits.	<ul style="list-style-type: none"> -Culture Audit results. -Quality of in-class discussions. 	S—2.1, 2.3, 2.4, 3.2 DDP—1, 5, 6, 7, 8 CF—1, 3, 5 N—1, 4

	Readings/ articles/ case studies/guest speakers	-Class discussions. -Unit write-ups. -Case study development. -Current events share	S—1.1, .12, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 DDP—1, 2, 3, 4, 5, 6, 7, 8 CF—1, 3, 4 N—1, 6
	Readings/class discussion/in-class case studies.	-Unit Write-ups. -Examples of application of change management in case studies. -Quality of in-class discussions.	S—1.1, .12, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 DDP—1, 2, 3, 4, 5 CF—1, 3, 4 N—1, 2, 4, 5, 6
	Readings/class discussion/in-class case studies.	-Unit write-ups. -Quality class discussions. -Current events share	S—1.1, .12, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 DDP—1, 2, 3, 4, 5 CF—1, 3, 4 N—1, 2, 4, 5, 6
	Readings/class discussion/in-class case studies/develop in-class strategic plan.	-Develop a strategic plan -Quality in-class discussions. - Org analysis papers	S—1.1, .12, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3 DDP—1, 2, 3, 6, 9 CF—1, 3 N—1, 2, 4, 5, 6
	Expert guest speaker/readings/discussions/case studies	- Org analysis -Quality class discussions. -Current events share	S—2.2, 2.4, 3.3 DDP—10 CF—2 N—2, 5

NCATE Unit Standards – Standards for the College of Education

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for *specialty organization standards*: The Doctoral Program at SHSU is accredited by the National Policy Board for Educational Administration. You can find the standards at the following link: <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

Course Requirements:

Unless otherwise specified, all assignments will be submitted to the instructor in person or by email on or before the due dates given on the course schedule. Assignments may occasionally be submitted through Blackboard (to be determined by instructor).

- 1) **Class Participation** (15 pts). Attend and participate fully in all face-to-face classes and any online discussions. Participation includes coming to class having read assigned readings and ready to share insights and wonderings.
- 2) **Digital Story Presentation** (10 pts) Students will share their personal identities or “worldviews” through a 1-3-5 digital story. One story, 3 slides, 5 minutes. Students can create a powerpoint or prezi with pics, music and/or quotes that express their personal, social and/or cultural identity.
- 3) **Group Case Study Presentation** (15 pts). Students will analyze and present their findings to the case study “When the worst elementary school in Dallas closes, what happens to the kids?” in response to the racial, economic, housing, education and other societal factors identified in the case.
- 4) **Societal Factor Discussion Facilitator** (15 pts). Each student will serve as a discussion leader for one of our weekly course topics. The facilitator should provide 1-2 articles to the class in advance regarding their societal factor. A powerpoint presentation will be required to lead the class through a discussion of the readings. Draft powerpoint presentations will be emailed to Dr. Gray at least two days in advance for approval. Discussion leaders will be responsible for posing at least four questions to facilitate the class discussion on their societal factor.
- 5) **Community/District Audit** (20 pts.) Students will complete a Community/District Audit in which they collect data to examine how certain societal factors impact a neighborhood, community or district in which they live or work. Students will develop a strategic action plan to address the needs identified in the audit. Specific guidelines, checklist and a rubric for the assignment will be provided. Students will complete a 6-8 page paper summarizing their findings in connection to concepts discussed in class. In addition, students will present a 10-15 minute presentation of his/her audit findings.
- 6) **Dissertation Critique** (10 pts) Students will complete a 4-8 page critique of a dissertation that focuses on a societal factor related to educational leadership. Guidelines for the critique will be provided in class.
- 7) **End of Course Reflection Essay** (15 pts). Students will write a short essays (3-8 pages) demonstrating knowledge, reflection and application of societal factors in relation to the text, course readings, assignments and discussions.. The reflection should provide: 1) an opportunity to share how the course has impacted your values, assumptions and thinking; 2) meaningful course concepts, theoretical frameworks and research that provided an “a-ha” moment for you and 3) an opportunity to relate your personal/professional experiences to the societal factors presented in class.

Course Evaluation: Points given for various course activities/assessments are as follows:

Project/Activity	Points
Class Participation	15
Digital Story Presentation	10
Group Case Study Presentation	15
Discussion Facilitator	15
Community or District Audit	20
Dissertation Critique	10
End of Course Essay	15
TOTAL POINTS	100

Societal Factors in Education Course Schedule Fall 2017

(subject to change with notice)

Week	Class Topic and Readings	Pre Class Reading Assignments
Week One: Aug 23	Intro to Societal Factors in Education	
Week Two: Aug 30	Achievement & Opportunity Gaps Cultural Capital Digital Story Presentations	Chapters 1 & 2 of Carter/Welner Read Articles on Blackboard for Week 2
Week Three: Sept 6	Inequality and School Resources: What It Will Take to Close the Opportunity Gap Equality vs. Equity Critical Race Theory	Chapter 6 Carter/Welner Read Articles on Blackboard for Week 3
Week Four: Sept 13	Individual, Institutional and Societal Racism Multiple Marginality Framework Case Study Group Prep Societal Factor presentation topic due	Carter/Welner Chapters pertaining to your group case study topic Refer to articles on Blackboard for Week 4 for case study resources
Week Five: Sept 20	NO FACE TO FACE CLASS	Work on Group Case Study Presentations
Week Six: Sept 27	Group Case Study Presentations	
Week Seven: Oct 4	Societal Factor Discussions: 1) 2)	Review articles provided by discussion facilitators

Week Eight: Oct 11	<p>**Guest Speaker Skype Presentation** Dr. Terrance Green – UT Austin Community Equity Audits</p> <p>Societal Factor Discussions: 1) 2)</p>	<p>Read Dr. Green’s publications posted on Blackboard</p> <p>Review the articles provided by discussion facilitators</p>
Week Nine: Oct 18	<p>Societal Factor Discussions: 1) 2)</p>	<p>Review the articles provided by discussion facilitators</p> <p>Read Articles on Blackboard for Week 9</p>
Week Ten: Oct 25	<p>Societal Factor Discussions: 1) 2)</p>	<p>Review the articles provided by discussion facilitators</p> <p>Read Articles on Blackboard for Week 10</p>
Week Eleven: Nov 1	<p>Societal Factor Discussions: 1) 2)</p>	<p>Review the articles provided by discussion facilitators</p> <p>Read Articles on Blackboard for Week 11</p>
Week Twelve: Nov 8	<p>Societal Factor Discussions: 1) 2) Dissertation Critiques Due</p>	<p>Review the articles provided by discussion facilitators</p> <p>Be prepared to share highlights from your dissertation critiques with the class.</p>
Week Thirteen: Nov 15	NO FACE TO FACE CLASS	Finalize work on your community/district audits
Nov 22	THANKSGIVING BREAK NO CLASS	Finalize work on your community/district audits
Week Fourteen: Nov 29	Community/District Audit Presentations	

Week Fifteen: Dec 6	Community Audit Presentations End of Course Essays Due	Course Review Course Evaluation
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SHSU Advanced Dispositions and Diversity Proficiencies

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards* Sam Houston State University has adopted you are required to document multiple and varied (diverse) field experiences. Additionally, you will complete written reflections highlighting your experiences. The goal of this requirement is to record your experiences in diverse settings, reflect upon these experiences and provide evidence of your development in knowledge, skills, and dispositions. Your reflections, the location, date and time, and characteristics of your field experiences will be uploaded into TK20 as part of an existing course assignment or part of your culminating portfolio (as specified by your program of study). The reflections will also provide evidence of mastery of each the *SHSU Advanced Dispositions and Diversity Proficiencies*. These are attached along with the rubric that will be used for scoring.

Multiple and varied areas of diverse field experiences include participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, and language groups [see the resource definitions for appropriate terminology at the end of this section]. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term “field experience” may not fully fit your circumstance and information you provide. You may use past or current employment placements.

The following guiding questions are to help in reflecting on these experiences:

- In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.
- How extensive were these experiences? How long did they last? How much did you participate (rather than observe) in this setting? How did you interact with the students?
- What issues did you confront relating to diversity that affected student learning?
- What strategies did you develop for improving student learning?
- How did this experience help you grow as an education professional and person?
- Which element(s) of the Advanced Dispositions and Diversity Proficiencies were addressed within this reflection?

REMEMBER to document diverse experiences and your reflections in TK20. The assignment will be sent to you as determined by your program requirements. Indicate the characteristics of each diverse setting using any of the following terms:

Students with Exceptionalities (e.g., students with IEPs, students identified as gifted)

Ethnic and/or Religious Diversity (may include differences in cultural characteristics, i.e., language, religion, geography/national origin, food, dress, music, etc.)

Racial Diversity (e.g., African American, Asian, Eastern European, Native American, Middle Eastern, South American, Western European, etc.)

Gender Differences

Socioeconomic Diversity (e.g., middle class, lower-middle class, homeless, children living in poverty, upper-middle class, upper class, etc.)

Linguistic Diversity (e.g., English Language Learners, Bilingual, Limited English Proficiency)

Terms used in discussions of Diversity in Education and in Educational Settings

Diversity	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
Culture	a broad concept that encompasses everything used to describe a people; e.g., their shared ways of knowing, thinking, perceiving, creating, evaluating, interacting, and doing.
Ethnicity	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.
Intercultural	respectful interchange (more than recognition) between and among individuals, groups, and nations.
Interdependence	need for and benefit in interacting with, learning from, and working together.
Minority	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
Multiculturalism	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
Race	a social construct used to classify people on visible characteristics

Modified from definitions compiled by Dr. Brenda Forster, Professor of Sociology, Elmhurst College

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of

resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Additional Information:

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom