**California State University, San Bernardino\***

**College of Education**

**Doctoral Program in Educational Leadership**

**Course Title and Number:** EDUC 709 Diversity and Equity in Educational Administration

**Instructor:** Dr. Louie F. Rodriguez

**Office**: COE #370

**Office Hours**: by appointment

**Office Telephone:** (909) 537-5643; (909) 522-6593 (cell)

**Preferred Email:** louiefrodriguez@gmail.com

**Year/Quarter:** Fall 2013

**Time/days/location**: Saturdays, 8:00 a.m. to 11:50 a.m.

**Conceptual Framework**

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise teacher:

* Possesses rich subject matter knowledge.
* Applies sound pedagogical judgment to professional practice and conduct.
* Applies a practical knowledge of context.
* Respects multiple viewpoints.
* Reflects on professional practices and follows up with appropriate action.

(College of Education *Conceptual Framework, 2006)*

**Catalog Description**

EDUC 709: *Diversity and Equity in Educational Administration: School Districts and Community Colleges* - School administrative and management issues related to the increasing diversity and equity issues in educational institutions. Reviews theories about diversity, as well as equity legislation, harassment policy, and institutional participation. Considers cultural background, communication patterns, social networks, leadership, and administrative styles.

**Course Goals/Objectives**

Students who complete course activities will perform or demonstrate the following:

1. Students will be familiar with the complex nature of “diversity” as a construct in both the fields of education and administration/organizational theory

2. Students will explore education organizations as cultures comprised of a variety of diverse participant-stakeholders that include students, teachers, administrative staff, and community members.

3. Students will be able to discuss the role(s) of educational leaders in affirming diversity and promoting social justice and inclusion.

4. Students will be familiar with the contributions made to our understanding of diversity in educational settings from theory and research exploring various forms of diversity including race, sex/gender, ethnicity, religion, and sexuality.

5. Students will be able to discuss various frameworks, organizational strategies, and structures, from which to approach human diversity in educational settings

6. Students will use the resources of the library to further their research skills and knowledge of the literature related to issues of diversity and inclusion.

7. Student will improve their skills in conducting professional presentations and leading group discussions

CSUSB Ed.D. in Educational Leadership Mission Statement

*Context*

The Inland Empire region, comprised of San Bernardino and Riverside counties, faces considerable social, political, and economic challenges. These contextual challenges have a direct impact on the quality of education across the PK-20 educational pipeline. Low-income children, students of color, English learners, students with disabilities and many others face resource deficiencies and inequitable opportunities to learn, resulting in achievement/opportunity gaps. Educational institutions must effectively respond to these disparities by engaging parents and communities to establish deliberate, co-equal partnerships that result in high-quality centers of educational excellence for the 21st century.

*Mission*

The mission of the CSU, San Bernardino Ed.D. Program in Educational Leadership is to develop scholar-practitioner-leaders who respond to 21st century challenges by promoting practices, policies, and programs committed to equity, social justice, and transformation.

*Commitments*

We believe 21st century leaders must develop cultures of excellence in their respective institutions and communities where educators and community stakeholders support, inspire, and effectively communicate with one another; establish and maintain a culture of high expectations; celebrate and cherish human relationships; and communicate these values clearly and respectfully with all communities and stakeholders. Our leaders must also become visionary agents of change who can solve pressing problems, are committed to lifelong learning, are innovative, and are technologically savvy. Finally, our leaders must demonstrate integrity, practice self-reflection, and strive towards in-depth knowledge of local cultures and communities.

Through the coursework and design of the program, we will focus on equity, social justice, and transformation, through the following commitments:

1. **Inclusivity:** Inclusivity of people, perspectives, and purpose when working with students, families, and communities to shape goals and outcomes;
2. **Student Success:** Relentless promotion of and creation of environments that promote student success readiness at all levels of education;
3. **Excellence:** Commitment to learning from models of excellence and transforming institutions, when necessary, to demand excellence, opportunity, and equitable outcomes;
4. **Leadership Development:** Equipping well-prepared educational leaders with the knowledge, skills and dispositions to lead and guide communities in positive change in California's PK-12 and college/university systems;
5. **Commitment to Praxis:** Building research collaboratives around “Community Problems of Practice” that focus on relevant challenges in the field to improve student achievement, opportunity and community well-being;
6. **Bridging the Pipeline:** Preparing a pipeline of PK-12 educators/leaders and community college/university leaders with continuous support for career and personal growth;
7. **Interdisciplinarity:** Engaging distinguished faculty and community stakeholders with varied disciplinary perspectives in coursework examining research, theory, and significant challenges; and
8. **Community Engagement & Development**: Including outstanding community/educational leaders in instructional roles, mentoring roles, and in curricular development as well as programmatic dialogue and decision-making; Vision of stakeholders as partners for educational progress including students, parents, educators, leadership, business partners, non-profits, and others;

**Course Requirements**

1. **Attendance/Class Participation 20%**: It is important to attend class, arrive on time and remain for the entire session. Participate actively in all class activities. This implies attendance, completion of assigned readings, completion of assignments, and participation in discussions and other group activities including Blackboard assignments. Points will be deducted for absences and partial absences. The use of CSUSB’s Blackboard system for this class is required throughout the quarter. You will find announcements, class information, grades, and resources. **30 points**
2. **On-going Journal Reflections on Readings 21%:** One aspect of becoming critical educators and leaders involves on-going thinking and reflection. In this course you will be presented with many ideas related to issues of diversity, equity, and leadership and it is vitally important that you have a space to write, reflect, and draw connections between the readings, your personal experiences, and your professional experiences and aspirations. This weekly exercise will also hone your writing skills. The more you write, the easier it will be to complete the dissertation and sharpen your analytical skills as a doctoral-level student. There are 8 possible reflections to write for this course. However, you only have to do 7. I am giving you 1 “pass” that you can use at your discretion. However, everyone has to do the first and last reflection. **28 points**

1. **Group Project on Educational Inequality: Due October 19, 2013 in class. 20%** Students will assemble themselves in groups of 3-4 and will tackle a critical historical moment that captures inequity and opportunity in the U.S. Students will choose from 4 major events—Mendez v. Westminster, Brown v. Board of Education, Plyer v. Doe and the Current Challenge of the Dreamers, and the Boarding School Movement with Native Americans. **Groups will present for 15-20 minutes that address the following objectives:**
* An in-depth, yet succinct overview of the case (who, what, when, why, how)
* Parallels of the case with 21st century schooling in America
* How might this case inform the work of current educators and leadership across the k-16 pipeline
* What this case means for equity and diversity in CA and the Inland Empire specifically given the unique challenges we face across the region. How can these lessons learned *transform* educational opportunities for all students across the IE?

**Outcome/Artifact: Students can produce a video; create a powerpoint presentation; create an interactive presentation; etc.**

1. **What does a diverse and equitable 21st Century education look like project: 30%**

Individually or as a small group, students will use 21st Century tools (i.e., technology, social media, digital resources) to address a diversity/equity issue of your choice. This is an action-oriented project that pushes you to put some of the theories, principles, and best practices into action that can shape your institution or community. Project should:

* Clearly identify an issue pertinent to the specific institution/community (i.e., LGBT-related issues, race/ethnicity, language, immigration, (dis)ability, economic diversity, knowledge and curriculum issues, history and recognition of particular communities, etc.). The issue can also be a program, practice, or policy that your institution (your school, district, college, university, community organization) currently implements to achieve equity and/or diversity.
* Do research on your issue/topic
* Produce a 10-minute video on your issue/topic. The video should inform, educate, and/or persuade. You need to take a position and run with it.
* Identify an outcome. What is a good outcome? How will you know if you achieved your desired outcome? What is the outcome/evidence?

**How you will be evaluated on final project?** How does your topic relate to education in the Inland Empire/Southern California? What does your topic mean for equity? What does your topic mean for educational leadership?

 **1-Page Proposal Due in Class (hard copy) on October 5, 2013**

**Video Project due in class November 23, 2013. You/your team will show the video in class.**

1. **Exercising My Agency Reflection: TBA—Final Paper: 9%**

\*\*\*There are a significant number of readings assigned this quarter. Please plan ahead.\*\*\*

**Course Evaluation Plan**

Attendance/Class Participation 20%

 Group Project on Educational Inequality 20%

 21st Century Group/Individual Project 30%

On-Going Journals/Reflections 21%

Exercising My Agency Reflection 9%

 100%

**Grading**

A = 95 – 100 points

A- = 90-94

B+ = 85-89

B = 80-84

B- = 76-79

C = 70-75

Fail = 69 points or less

A Fully achieved the purpose of the assignment while insightfully

 interpreting and extending beyond the task.

 B Fully completed the purpose of the activity. Displayed

 understanding of the concept.

 C Important purpose of the assignment was not achieved. Work

 may need redirection. Presents fragmented or incomplete

 understanding of concepts.

 D Purposes of the assignment not accomplished. Shows little evidence

 of understanding or effort of the activity.

If you are on financial aid: Please be aware that receiving grades of F, NC and WU may have an impact on your financial aid. It is a student’s responsibility to maintain financial aid eligibility.

**Required Textbooks**

 Course Reader (required) Available at www.universityreaders.com

**Course Policies**

**Academic Honesty:** “Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer. Plagiarism is the presentation as one’ own, the idea and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used.”

(CSUSB Bulletin 2001-2002, p. 57)

“Definition of plagiarism/cheating:

Plagiarism is the act of presenting the ideas and writings of another’s as one’s own. Cheating is the act of obtaining or attempting to obtain credit through use of any dishonest, deceptive, or fraudulent means. Cheating includes but is not limited to:

Copying, in part or in whole, from a test, software, or other evaluation instrument.

Submitting work previously graded in another course unless this has been approved by the course instructor or departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments. Using or consulting during an examination sources or materials not authorized by the instructor. Altering or interfering with grading or grading instructions. Sitting for an examination by a surrogate, or as a surrogate. Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism is academically dishonest and makes the offending student liable to penalties up to and including expulsion. Student must make appropriate acknowledgements where material written or compiled by another is used..”

Source: CSUSB Faculty Senate: Policy and Procedures concerning Academic Dishonesty Education Policy and Resources Committee.

 **Make-up Policy**

Make-up work will not be permitted except in extenuating circumstances, and then only with the consent of the instructor prior to the time of the missed work or exam. Class assignments turned in late will be assigned a grade that reflects a penalty of 5 points for each calendar day that they are turned in late unless there are extenuating circumstances.

 **Performance Standards for Course Work**

**Writing Style**

All written assignments must demonstrate writing skills appropriate to graduate level standards. Written papers must adhere to the **Publication Manual of the American Psychological Association (APA) 5th edition**. This manual is available in the university bookstore. Papers that do not conform to these standards are subject to rejection or significant reduction in grade.

**Writing Guidelines:**

The paper is well written. It includes a strong introduction and summary. The vocabulary conveys the meaning of the writer. Sentences and paragraphs are well constructed with careful attention devoted to spelling, punctuation, and editing.

The paper is well organized. Ideas were presented in a logical sequence. Statements are supported by recent and relevant references and rationale. Proper citation is used in the text and references. The APA format was properly used.

All assignments must be typed, double-spaced, have uniform margins of one inch at top, bottom, left and right of every page. Have page numbers.

Have a title page with these elements centers: Title of assignment, byline, institutional affiliation, course number, instructor’s name, and date.

**Class Participation**

1. Attendance/Punctuality
2. Quality discussion/Comments Sharing
3. All students will be expected to read professional journals for timely issues on the course content.
4. Participation in class activities
5. Give and take of other's views
6. Posts to Blackboard Discussion Boards in a timely way; postings follow directions/prompts
7. Other

Late Paper Policy: Please turn in all papers on the due date. A late paper will be penalized points for being turned in late according to the instructor.

**Commitment to Diversity:**

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (From the CSU San Bernardino Diversity Committee Statement of Commitment to Diversity, 1995).

In keeping with the university’s Commitment to Diversity, the faculty of the College of Education fully supports the American with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who need and requests accommodation. If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Student with Disabilities at UH-183 (909) 537-5238. It is the student’s responsibility to seek academic accommodations for a verified disability in a timely manner.

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**Time/days/location**: Saturdays, 8:00 a.m. to 11:50 a.m.

**Course Outline**

**Session 1: Saturday, September 21, 2013**

**Introduction**

* Welcome
* Introduction to course, syllabus, reader
* The Condition of Education in 2013
* Class Exercise: The Constitutionality of Education—A Community Dialogue in Action

**Session 2: Saturday, September 28, 2013**

**Toward a Theory and Purpose of Education in a Diverse and Inequitable Society**

**Readings Due:**

* + - Shor, I. & Freire, P. (1987). What is the “Dialogical Method” of Teaching? *Journal of Education, 169* (3), 11-31.
		- Solorzano, D. & Yosso, T. From Racial Stereotyping and Deficit Discourse. *Multicultural Education,* 2-8.
		- Haberman, M. (1994). The Pedagogy of Poverty vs. Good Teaching. *The Phi Delta Kappan*, *73* (4), 290-294.
		- Anyon, J. (1994). Social Class and School Knowledge. *Curriculum Inquiry, 11* (1),
		- Grande, S. (2000). American Indian geographies of identity and power: At the crossroads of Indigena and Mestizaje. *Harvard Educational Review, 70*,

**Session 3: Saturday, October 5, 2013**

 **The Significance of Equity and Diversity in Our Education System**

 **Readings Due:**

* + - Darling-Hammond, L. (2007). Third Annual Brown Lecture in Education Research—The Flat Earth and Education: How America’s Commitment to Equity Will Determine Our Future. *Educational Researcher, 36*, 318-334.
		- Noguera, P. (2012). The Achievement Gap and the Schools We Need. Creating the Conditions Where Race and Class No Longer Predict Student Achievement. http://inmotionmagazine.com/er12/pn\_achvgap.html
		- Garces. L. M. (2012). Necessary but Not Sufficient: The Impact of Grutter v. Bollinger on Student of Color Enrollment in Graduate and Professional Schools in Texas. *The Journal of Education Higher, 83* (4), 497-534.
		- Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P., ... & McDonald, M. (2005). Teaching diverse learners. *Preparing teachers for a changing world: What teachers should learn and be able to do*, 232-274.

\*Work on group project due in class next week—Teaching the History of Educational Inequality from the Perspective of the People.

**Session 4: Saturday, October 12, 2013**

**Readings in Preparation for Group Project.**

**Historical and Legal Perspectives on Equity and Diversity in Education**

* Valencia, R. R. (2005). The Mexican American Struggle for Equal Educational Opportunity in *Mendez v. Westminster*: Helping Pave the Way for *Brown v. Board of Education. Teachers College Record, 107* (3), 389-343.
* Drachman, E. (2006). Access to Higher Education for Undocumented Students. *Peace Review: A Journal of Social Justice, 18,* 91-100.
* Chermerinsky, E. (2003). Separate and Unequal: American Public

Education Today. *American University Law Review, 52,* 1461-1475.

* Adams, D. W. (1988). Fundamental considerations: The deep meaning of Native American schooling, 1880-1900. *Harvard educational review*, *58*(1), 1-28.
* Anderson, J. D. (2004). Crosses to Bear and Promises to Keep The Jubilee Anniversary of Brown v. Board of Education. *Urban education*, *39*(4), 359-373.
* **\*\*Group Project Presentations Due in Class Today.**

**Session 5: Saturday, October 19, 2013**

 **Race, Racism, and Equity in American Schooling**

* McIntosh, P. (1990). White Privilege: Unpacking the Invisible Knapsack. (available on World Wide Web)
* Solorzano, D. G. & Bernal, D. D. (2001). Examining Transformational Resistance Through a Critical Race and LATCrit Theory Framework: Chicana and Chicano Students in an Urban Context. *Urban Education, 36*, (3) 308-342. (W)
* Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. Journal of Higher Education, 80(4), 389-414.
* Colin, S. A. J., III. (2010). White Racist Ideology and the Myth of a Post-Racial Society. *New Directions for Adult and Continuing Education,* 125,

**Session 6: Saturday, October 26, 2013**

**\*\*\*NO IN CLASS SESSION\*\*\*Attending HACU Conference in Chicago**

**Online Assignment (TBA) Involving Readings Below**

**Experience Matters: How Will Educational Leaders Respond?**

* Diaz, E. M. & Kosciw, J. G. (2009). Shared Differences: The Experiences of Lesbian, Gay, Bisexual, and Transgender Students of Color in Our Nation’s Schools. A Report from the Gay, Lesbian, and Straight Education Network. www.glsen.org (available via blackboard)
* Valenzuela, A. (1999). Teacher-Student Relations and the Politics of Caring, Chapter 3, (pp. 61-113). In, *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: State University of New York Press.
* Teranishi, R. T., Ceja, M, Antonio, A. L, Allen, W. R., & McDonough, P. (2004). The College-Choice Process for Asian Pacific Americans: Ethnicity and SocioEconomic Class in Context. *The Review of Higher Education, 27* (4), 527-551.
* Carlone & Johnson (2007). Understanding the Science Experiences of Successful Women of Color: Science Identity as an Analytic Lens. *Journal of Research in Science Teaching*, available via instructor.
* Lynn, M. (2002). Critical Race Theory and the Perspectives of Black Men Teachers in the Los Angeles Public Schools. *Equity & Excellence in Education, 35* (2), 119-130.

CASE STUDY: Supporting the 7th-Year Undergraduate: Responsive Leadership at a Hispanic-Serving Institution, Penelope P. Espinoza and Crystal C. Espinoza, *Journal of Cases in Educational Leadership, March 2012; vol. 15, 1: pp. 32-50.*

**Session 7: Saturday, November 2, 2013**

**Diversity and its Intersectionalities in the School/Institutional Context**

* Blanchett, W. J. (2006). Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism. *Educational Researchers, 35* (6), 24-28.
* Marshall, J. M. & Hernandez, F. (2012). “I Would Not Consider Myself a Homophobe”: Learning and Teaching About Sexual Orientation in a Principal Preparation Program. Educational Administration Quarterly**,** 49(3) 451-488.
* Skiba, R. J., Michael, R.S. , Nardo, A. C., & Peterson, R. L. (2002). The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment. *The Urban Review, 34* (4), 317-342.
* Theoharis, G. & O’Toole, J. (2011). Leading Inclusive ELL: Social Justice Leadership for English Language Learners. *Education Administration Quarterly,* 47 (4), 646-688.

CASE STUDY: Adolescent Immigrant Education: It Is About More Than Learning English, Jo Bennett and Maram Jaradat, *Journal of Cases in Educational Leadership, March 2011; vol. 14, 1: pp. 25-47., first published on May 1, 2011*

**Session 8: Saturday, November 9, 2013**

**\*\*\*NO IN CLASS SESSION\*\*\*Attending UC Accord Conference. Presenting on Participatory Action Research (PAR) and Educational Policy change.**

**Session 9: Saturday, November 16, 2013**

**Critically Engaging Parents and Communities**

* Putnam, R. Bowling Alone: America's Declining Social Capital. *Journal of Democracy, 6* (1), 65-78.
* Warren, M., Hong, S., Rubin, C., & Uy, P. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *The Teachers College Record*, *111*(9), 2209-2254.

**Session 10: Saturday, November 23, 2013 (\*\*\*LAST CLASS\*\*\*)**

**Equipping Ourselves for Critical Action, Equitable Schools and a Liberatory Education**

* **Freire, P. Teachers and Cultural Workers: Letters to Those Who Dare to Teach.**
* **Baldwin, J. A Talk to Teachers.**

CASE STUDY: Leveraging Conflict for Social Justice: How “Leadable” Moments Can Transform School Culture, Enrique Alemán, *Journal of Cases in Educational Leadership, December 2009; vol. 12, 4: pp. 1-16., first published on December 23, 2009*

**\*\*Video Presentations Due in Class\*\***

**Session 11: Saturday, November 30, 2013 (no class, campus closed due to holiday)**

**December 2-7 Finals Week, Paper/Project Due this Week, Specific Date TBA**

\*Rev 9/6/13 LFR