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**FALL 2023 Culturally Responsive Campus Leadership for 21<sup>st</sup>  
Century Schools (EDAD 561 – 81B)  
COURSE SYLLABUS: FALL 2023**

**INSTRUCTOR INFORMATION**

Instructor: Sharon Ross Ed.D.  
Office Location: Frank Youth Education North #131  
Campus Office Hours: Campus: Tuesday: 9:00a.m. – 2:00p.m.  
Virtual Office Hours: Thursday – See Class Schedule  
Office Phone: 903-886-5577 Personal Cell Phone: 903-245-8712  
Office Fax: 903.886.5507  
University Email Address: Sharon.Ross@tamuc.edu  
Preferred Form of Communication: Email, Text, Cell  
Communication Response Time: 48hrs. Immediate to 24 hrs on Cell calls and text.

**COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required**

1. Diversity and Equity in the Classroom, 1st Edition Valerie Ooka Pang ISBN-10: 1305386477 ISBN-13: 9781305386471 © 2018
2. Diversity Matters: Understanding Diversity in Schools, 2nd Edition Lynn Kell Spradlin ISBN-10: 1111341672 ISBN-13: 9781111341671 © 2012
3. Preparing for School Leadership in Texas: Mastering the Principal Competencies and Challenges of 21st Century School Leadership Author: Kriss Kemp-Graham Publisher: NCPEA Publications
4. Publication Manual of the American Psychological Association / Edition 7

*The syllabus/schedule are subject to change.*

## Course Description

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Multicultural Education for School Administrators - Three semester hours. The purpose of this course will be to critically examine variables of race, power, legitimacy, cultural competence, poverty, disability, ethnicity, gender, age, language, and other factors impacting learning in Texas, the United States and globally in public education systems (PK-12).

Emphasis will be placed on the varied leadership styles and skills needed to provide effective leadership for 21<sup>st</sup> century schools and 21st century students.

**Student Learning Outcomes:** Students will be challenged and expected to:

1. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas Principal to establish and implement a shared vision and culture of high expectations for ALL staff and students as evidenced by the school leaders' ability to leverage school culture to drive improved outcomes and create high expectations for ALL.
2. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas Principal to promote the success of ALL students by acting with integrity and fairness and in an ethical manner by promoting awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.
3. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas School Principal to act with integrity, fairness and in an ethical and legal manner by applying knowledge of ethical issues affecting education; applying legal guidelines to improve learning opportunities; serving as an advocate for all children and promoting the continuous and appropriate development of ALL students.

### COURSE CONTENT

#### ALIGNMENT TO TAC PRINCIPAL STANDARDS AND SBEC TEXES COMPETENCIES

SBEC and TExES Competencies 011-- The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

#### TExES 268

#### DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

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- Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

#### TAC Rule §149.2001--Principal Standards 4-School Culture

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

- (i) Effective culture leaders:
  - (I) leverage school culture to drive improved outcomes and create high expectations;
  - (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
  - (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
  - (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
  - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- (iii) Intentional family and community engagement. The principal engages families

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and community members in student learning.

- (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

## **COURSE ASSIGNMENTS**

### **Discussion Board (4)**

40% of Course Grade

The discussion forums in this class are designed for master's level scholarly discussions of the application of school leadership theory to practice that should be guided by TAC Principal Standards and SBEC TExES Competencies aligned to this course. Students are expected to respond from the perspective of a novice Texas school leader guided by the TAC Standards, instructional materials provided throughout this course/program and applicable outside resources. All discussion board posts should be supported by the readings assigned during the week or other outside readings. Remember, you must use APA citation formatting when posting (All posts). Please refer to your APA Manual. Citation of your sources are required for ALL posts. Please do not attach documents in the discussion board.

### **Case Study Responses (2)**

School Leader Role Playing

30% of Course Grade

In this course you will be assigned (1) case study to review from the Preparing for School Leadership in Texas: Mastering Principal Competences and Challenges of 21st Century Leadership textbook that will focus on issues of race, class, culture, poverty, ethnicity, and other factors that impact learning of traditionally marginalized students. It is important that you review all artifacts provided in the case. This is your opportunity to demonstrate your understanding of how theory links to practice.

### **Pillar Assignment-Final Project**

30% of Course Grade

Students will be provided with a case study to review and analyze. Critical analysis will be conducted as described below.

### **Final Project**

80% of Final Project Grade

What does the Project entail? Bambrick-Santoyo (2018) presented a detailed blueprint inclusive of seven key principles also known as **Levers** for use by both emerging and veteran leaders to build successful schools. The activities required for this task have been designed for aspiring school leaders to demonstrate their knowledge, skills, and mindsets in providing ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. Students will be required to review and analyze a comprehensive peer reviewed case

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study published in the Journal of Cases in Education Leadership entitled #BlackGirlsMatter: A Case Study Examining the Intersectionality of Race, Gender, and School Discipline through the lens of **4 out of 7 levers**: observation and feedback, professional development, student culture and staff culture. At the conclusion of this project, successful students will demonstrate an understanding that an effective principal:

- accepts and respects all cultural backgrounds, customs, traditions, values and communication as assets;
- understands that all members of the school community must hold unwavering high expectation for all students and family;
- promotes, supports, demonstrates and expects that equity is a school-wide belief, attainable goal, and daily practice and cultural competence is a core belief and practice.

Peer Review of Final Project  
(20% of Final Project Grade)

- Directions will be provided in course shell on D2L.

### **Instructional Methods**

Universal design for learning is an instructional framework based on the concept of being inclusive of all learners thus reducing barriers. Combining different pedagogical styles has been successfully implemented for the adult learning in courses I have taught; therefore, I will continue using:

- Problem based learning in which students will engage in pillar projects that require study of a school problem to determine viable solutions
- Independent study
- Cooperative Group work and discovery
- Lecture
- Hands-on

Further, for the adult learner, most want to understand the ‘why’ behind what is being taught and learned. I will recognize their successes and use the science of andragogy to guide my instruction. In my courses there will be a blend of:

- Social Constructivism – blending student-centered and teacher-guided instruction
- Constructivism – projects and assignments in which students create their own learning

### **Student Responsibilities or Tips for Success in the Course**

1. Completion of all work on time.
2. Read and reread all assigned materials to gain knowledge and understanding.
3. Ask questions if you don’t understand.
4. Inform instructor if you will be out or if circumstances arise that keep you from fulfilling your obligations.
5. Always find a study group or study partner.

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## GRADING

**Final grades in this course will be based on the following scale:**

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

**Total points corresponding to the final letter grades**

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

**Weights of the assessments in the calculation of the final letter grade**

Case Studies            30%

Discussions            40%

Final Pillar Project   30%

TOTAL                    100%

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

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**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

I am a former public school teacher, principal, assistant superintendent of curriculum and instruction, and superintendent preparing you, the aspiring campus administrator (PRINCIPAL); therefore, interactions with me are collaborative and productive, in a challenging atmosphere. I will do my best to coach you to greatness by seeing the best in you and building your inner capacity to excel in school leadership. Do not suffer in silence by sitting back and wondering. Wonder about the research behind operationalizing processes, procedures, and systems, but do not wonder about assignments. Contact me when you have done all you can to find answers to questions and concerns but cannot. Doing all you can means reading the entire lesson, following the links, re-reading, asking a study buddy, and then contacting me, your professor, if you are still stuck. Waiting until the last minute usually doesn't work as I might be working on several projects at one time and cannot get to you before your deadline so PLEASE contact me as soon as you know you are struggling with an issue so I can help you find the answers you need or lead you down the pathway of knowledge! Email, text, or call. In face-to-face classes, you have my undivided attention; therefore, take advantage of paying attention and absorbing all you can in class.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

**Prepare - Participate – Produce  
Read – Review – Respect – Reach High  
Expect Excellence**

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## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **AI use policy [Draft 2, May 25, 2023]**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty  
13.99.99.R0.10 Graduate Student Academic Dishonesty

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Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

<p align="center"><b>EDAD 561 Course Calendar for FALL 2023</b>                      Tuesday, August 29 – Tuesday, October 10, 2023</p>		
Modules	Assignments/Tasks	Due Date Assignments submitted to myLeo by 11:59 pm
<b>Module 1</b> August 29 – Sept. 3	Take Multicultural Quiz	Tuesday Aug. 29 (In Class)
	Review Module 1 content items.	Tuesday Aug. 29 (In Class)
	<b>Review Module 1 content items and complete assigned readings.</b>  <i><b>Diversity Matters: Understanding Diversity in Schools:</b></i> Chapters 1 & 2 <i><b>Diversity and Equity in the Classroom:</b></i> Chapters 1 & 11	Tuesday Aug. 29 (In Class)
<b>Module 2</b> Sept. 4 – Sept. 10	Discussion Board #1-Response to Prompt	Thursday, Sept. 7
	<b>Discussion Board #1-Response to Peer</b>	Sunday, Sept. 10
	<b>Review Module 2 content items and complete assigned readings.</b>  <i><b>Diversity Matters: Understanding Diversity in Schools:</b></i> Chapters 3 & 4 <i><b>Diversity and Equity in the Classroom:</b></i> Chapters 2 & 9	Monday, Sept. 4
	Read Mis-educating Teachers about the Poor: A Critical Analysis of Ruby Payne’s Claims about Poverty	Tuesday, September 5
<b>Module 3</b> Sept. 11 – Sept. 17	Discussion Board #2-Response to Prompt	Thursday, Sept. 12
	<b>Discussion Board #2-Response to Peer</b>	Sunday, Sept. 17
	<b>Review Module 3 content items and complete assigned readings.</b>  <i><b>Diversity Matters: Understanding Diversity in Schools:</b></i> Chapters 5, 6, & 7 <i><b>Diversity and Equity in the Classroom:</b></i> Chapters 4 & 5	Monday, Sept. 11
	Case Study #1	Sunday, Sept. 17

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<b>Module 4</b> Sept. 18 – Sept. 24	Discussion Board #3-Response to Prompt	Thursday, Sept. 21
	<b>Discussion Board #3-Response to Peer</b>	Sunday, Sept. 24
	<b>Review Module 4 content items and complete assigned readings.</b>  <i>Diversity Matters: Understanding Diversity in Schools:</i> Chapters 8, 9, & 10 <i>Diversity and Equity in the Classroom:</i> Chapters 6 & 7  Read Kemp-Graham/Templeton Article	Tuesday, Sept. 19
<b>Module 5</b> Sept. 25 – October 1	Discussion Board #4-Response to Prompt	Thursday, Sept. 28
	<b>Discussion Board #4-Response to Peer</b>	Sunday, Oct. 1
	<b>Review Module 5 content items and complete assigned readings.</b>  <i>Diversity Matters: Understanding Diversity in Schools:</i> Chapters 11 & 12 <i>Diversity and Equity in the Classroom:</i> Chapter 8	Tuesday, Sept. 26
	Case Study #2	Sunday, October 1
<b>Module 6</b> Oct. 2 – October 8	<b>Review Module 6 content items and complete assigned readings.</b>  <i>Diversity Matters: Understanding Diversity in Schools:</i> Chapters 13 & 14 <i>Diversity and Equity in the Classroom:</i> Chapters 3 & 10	Monday, October 2  Tuesday, October 3
	Continue collaboration in Group Project Think Tanks discussions to collaborate on Group Projects.	Work to complete Pillar Projects (revisions, etc...in class Tuesday Oct. 3
	Review Module 7 content items and complete assigned readings.  Diversity Matters: Understanding Diversity in Schools: Chapter 15	Tuesday, October 10
	Pillar Project Due	<b>Friday, October 13 @ 6pm</b>

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