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Course Number EDLD 715/EDS 282:  
**Leadership for a Diverse Society**  
**(Hybrid Course)**

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Office: UH 468  
Hours: By appointment

**Class locations, dates, times:** **Online sessions** (1): Apr 2-7; (4): Apr 16-21; (10): May 21-26  
**F2f Saturday sessions** (2 & 3): Apr 14; (5 & 6): May 5; (8 & 9): May 19.  
**Time:** 9-4:00; **location:** UH (University Hall) 439.

**One-on-One session (Accounts of one session):** Apr 23-27 & May 7-11  
Email me ASAP to schedule this meeting; it should be held not later than May 7-11. This can be a f2f meeting in my office (UH 468), or online (Skype, Zoom, Face time, telephone call).

**Note:** *There is a stand-alone document and due dates throughout Cougar Courses that detail the above calendar.*

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## COURSE OVERVIEW

This course will address theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. The emphasis in this course is on how leadership intersects with socio-historical and socio-cultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

**Student Learning Outcomes:** Upon completion of this course, doctoral students will be able to ...

- Describe how educational leadership is influenced by socio-historical and socio-cultural contexts.
- Describe their developing identity as an educational leader and researcher in a diverse society.
- Develop a plan of action for engaging in transformative conversations focused on equity for all in their workplace communities.
- Link research on issues of social justice with their own research focus.

**Program Student Learning Outcomes:** By the end of the program, doctoral students will be able to ...

- PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.
- PSLO 2: Use evidence-based decision-making.
- PSLO 3: Generate and use applied research.
- PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to impact positively organizational culture and practice.

*Note: Students may not record (audio or video) in this class except in accordance with ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.*

## **CSUSM - School of Education Mission & Vision Statements** (Adopted by SOE Governance Community, January 2013)

### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

### *Mission*

The mission of the School of Education community is to collaboratively transform education. We ...

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

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### **Basic Tenets of our Conceptual Framework**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## **GENERAL CONSIDERATIONS**

### **Joint Doctoral Program Attendance Policy**

Students **must** participate in at least 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

### **CSUSM Accommodation Services**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

**OUR LEARNING COMMUNITY**

The following Community Agreements and Teaching and Learning Philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

**Community Agreements**

- We speak from our own experience
- We are open to hearing others
- We share allowed time for interactions equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue-focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

**GRADING STANDARDS (100-95=A; 94-89=A-/B+; 88-83=B/B-; 82-77=C)**

**Grading Scale: (General Evaluation/Feedback Rubric)**

<b>Does not meet standards (B or below)</b>	<b>Approaching Standards (B+/A-)</b>	<b>Meets Standards (A)</b>
<ul style="list-style-type: none"> <li>• Includes some of the required elements as delineated in the syllabus</li> <li>• Some components of the assignment are included</li> <li>• Provides a few concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints</li> <li>• Organization hard to follow</li> <li>• Many mechanical errors, including APA format</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus</li> <li>• All components of the assignment are included</li> <li>• Provides concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints</li> <li>• Good organization</li> <li>• Has few, if any, mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus</li> <li>• All components of the assignment are included</li> <li>• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities</li> <li>• Insightful commentary using personal viewpoints supported by current learning</li> <li>• Presents clear and logical organization of thoughts</li> <li>• Has few, if any, mechanical errors,</li> </ul>

<ul style="list-style-type: none"> <li>• Hard to read</li> <li>• Little sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li>including APA format</li> <li>• Holds interest – is interesting to read</li> <li>• Some sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li>including APA format</li> <li>• Holds interest – is engaging and thought-provoking to the audience</li> <li>• Uses a sophisticated scholar researcher vocabulary and sentence structure</li> </ul>
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**Please note:** If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the deadline. There may be penalty for late work.

This rubric represents general guidelines that we will use to evaluate your work. As a doctoral candidate, it is critical that you communicate your ideas through multiple formats. The written word is a powerful way to demonstrate your knowledge, skills, and dispositions. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe that a doctoral student ...

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and reflect at a more complex level.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in and out of class with a focus on learning and exploration, pushing himself/herself to understand better the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes himself/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

## COURSE TEXTS AND BASIC READINGS

Singleton, G. E. & Linton, C. (2006). *Courageous conversations about race*. Thousand Oaks, CA: Corwin Press Inc. ISBN: 978-0-7619-8877-9. **Required.**

Zamudio, M. M., Russell, C., Rios, F. A., & Bridgeman, J. L. (2011). *Critical race theory matters. Education and ideology*. New York, NY: Routledge. ISBN 13: 978-0-415-99674-7 (pbk)  
ISBN 13: 978-9-203-84271-3 (ebk). **Required.**

Refer to the **Reading List** (separate document under Pre-Class Information) for your **Book Report** title selection.

## COURSE REQUIREMENTS

**Please note:** The instructor for this course will always work in a timely way with students if a change to the course syllabus or materials is necessary.

**Assignments:** All assignments are due on the dates indicated. Assignments must be word-processed, double-spaced, and with standard margins (Word document; avoid PDFs). It is expected that all assignments will reflect graduate-level composition and exposition. We encourage the use of electronic spelling and grammar checking.

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| 1. Attendance and Participation            | 10% |
| 2. Integrated Response & Reflection (2X15) | 30% |
| 3. Book Report (Presentation)              | 25% |
| 4. Closing the Achievement Gap Final Paper | 35% |

#### 1. Attendance and Participation (10%)

Course assignments are closely connected to the level of participation you are expected to have in online and f2f discussions, which will include student and instructor input. The course design is intended to provide you with more autonomy and individual decision-making learning opportunities as it is expected of doctoral candidates.

Your actual presence (including online) and quality participation benefit not only you, as a learner, but your fellow classmates. Thus, having completed pre-session readings and learning activities will assist you in moving discussions and analyses forward, extending other learners' contributions, and allowing more time for reflective thinking. Consequently, the quality of this course rests on the quality of *your* preparation and participation. You are expected to attend every class, be prepared to contribute, and become an active participant.

The course instructor will utilize online discussion *forum* posts, one-on-one meeting, and in-class activities to evaluate participation. As a learner, you will have the opportunity to play an active role in determining your grade, including title selection for your book report; *posts* on discussion *forums*; your own way of completing the Integrated Review and Reflection pieces; and completion of the Achievement Gap paper, as this connects to your own doctoral research. Demonstrating evidence of participation is an ongoing exercise in-class and online interaction.

All things being equal—you receive the maximum grade for every assignment—, if you miss more than 20% of the course (attendance), the highest grade you may receive will be a **B** (see your JDP Handbook for further information). Do not miss any of the three-f2f sessions; you will run the risk of not meeting course expectations.

#### 2. Integrated Response & Reflection (30%)

There are two Integrated Response & Reflection (IRR) assignments. Both will require you to write your reaction to all readings assigned for a designated block of course time (f2f sessions), which, in addition to readings, may include online discussion *forums*; readings you have completed on your own; in-class f2f presentations and discussions; and book reports. The IRR should demonstrate your

“thinking” about what you have learned and it should not be a mere summary. Look for common themes among the different sources of learning. This is an opportunity for you to present your perspective on the themes (*Name it*) and share your experiences and struggles with the ideas (*Respond to It and Reflect on It*). At the end of each review, identify one action that could be applied based on your understanding of the issue (*Act on it*). Each response must be, at minimum, three pages long. In this case, less, but of higher quality, is more. Be mindful that simplicity and thoughtfulness may also reveal depth of thought.

For further information and deadlines for submission, look at the assignment rubric, course calendar, and the COMPLETE headings in Cougar Courses respectively.

3. Book Report (25%)

Refer to the rubric for detailed and complete set of guidelines.

4. Closing the Achievement Gap—Connections to Individual Research Areas (35%)

Refer to rubric for detailed and complete set of guidelines.

### **CLASS MEETING SCHEDULE**

A separate document includes the calendar of topics, assignment due dates, and useful information for the successful completion of this course. Refer to this document under Pre-Class Information and Materials.