# Course Description

This course offers students an opportunity to analyze access to educational opportunities through the lens of justice and ethics. The balance and contradictions of equity, equality, and equal opportunity will be explored with a focus on personal, interpersonal, and organizational influences that prohibit or promote educational opportunities for all individuals. Students will also have the opportunity to forecast future trends in educational policy, structures, and practices.

**University Learning Outcomes (ULO)**

* **ULO1**:Communication Skills
* **ULO2**: Professional Competency
* **ULO3**: Moral and Ethical Judgment
* **ULO4**: Problem Solving
* **ULO5**: Critical Thinking
* **ULO6**: Leadership in Society
* **ULO7**: Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Assess how societal, cultural, and political histories of individuals and systems have granted privilege to some and marginalized others.
* **CLO2**: Evaluate the balance and contradictions of equity, equality, and equal opportunity.
* **CLO3**: Analyze the personal, interpersonal, and organizational influences that prohibit or promote educational equity and opportunities for all individuals.
* **CLO4**: Appraise current educational systems to reduce areas of marginality.
* **CLO5**: Evaluate educational policy, structures, and practices to ensure opportunities and participation for all individuals.

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Blankstein, A. M., & Noguera, P. (2015). *Excellence through equity: Five principles of courageous leadership to guide achievement for every student*. Corwin: Thousand Oaks, CA.

Shapiro, J. P., & Stefkovich, J. A. (2010). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (3rd ed.). Routledge: New York, NY.

Sunderman, G. L. (2013). *Charting reform, achieving equity in a diverse nation*. Information Age Publishing Inc.: Charlotte, NC.

# Suggested Point Values

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| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion: Defining Educational Equity and Equality | 2 | <insert due date> |
|  | Case Study: Access to Knowledge | 2 |  |
|  | Educational Equity Blog: Introduction | 2 |  |
| **Week 2** | |  |  |
|  | Discussion: Personal Story of Equity or Inequity in Education | 4 |  |
|  | Educational Equity Blog: School Policy | 4 |  |
|  | Debate Wiki: The ESEA Fiftieth Anniversary | 6 |  |
| **Week 3** | |  |  |
|  | Discussion: Title IV | 2 |  |
|  | Educational Equity Blog: Race to Achieve Diversity | 4 |  |
|  | Culminating Project – Part One: Your Equity, Equality, or Equal Opportunity Platform/Philosophy | 4 |  |
|  | Title IX Coordinator / Human Resources Officer Interview | 6 |  |
| **Week 4** | |  |  |
|  | Discussion: School Choice Reforms and Underserved Students | 2 |  |
|  | Educational Equity Blog: Underserved Populations | 4 |  |
|  | Addressing the Needs of an Underserved Population | 6 |  |
| **Week 5** | |  |  |
|  | Discussion: Equity of Accountability Reforms | 2 |  |
|  | Educational Equity Blog: Opting Out of Common Core Testing | 4 |  |
|  | Common Core Position Paper | 4 |  |
|  | Culminating Project – Part Two: Formulating a Systemic Commitment to Equity | 9 |  |
| **Week 6** | |  |  |
|  | Discussion: Is Equitable School Funding Possible? | 2 |  |
|  | Educational Equity Blog: Funding Underserved Students | 4 |  |
|  | State Funding Formulas Report Wiki | 7 |  |
| **Week 7** | |  |  |
|  | Discussion: De-tracking for Equity: Providing Opportunities for All | 2 |  |
|  | Scenario–Ensuring Equitable Instruction in Your School | 2 |  |
|  | Educational Equity Blog: Successful Models | 4 |  |
|  | Culminating Project – Part Three: Public Service Announcement | 12 |  |
| **Total Points** | | **100** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| Week One: Equality and Equity |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Research the application of the terms *educational equality* and *educational equity* from 1964 to present. | CLO1 | |
| * 1. Analyze ethical dilemmas presented by equality and equity. | CLO1, CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following from your course textbooks:   * Preface & Ch. 1 of *Charting Reform, Achieving Equity in a Diverse Nation* * Forward and Introduction of *Excellence Through Equity* * Pages 114-116 of *Ethical Leadership and Decision Making in Education* | 1.1, 1.2 |  |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** images that represent your educational background, your interests and hobbies, what interests you most about the topic of equity and equality, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activity discussion forum by Thursday.  **Post** feedback on your classmates’ Padlet walls. | N/A | Discussion: **1 hour** |
| **Leadership Blog: Creation**  **Imagine**, as an educational leader, you want to inform the public about the topics of equity, equality, and equal opportunity. Specifically, your goal is to highlight how accountability reform measures have been informed by these topics and how they have impacted the approach to achieving an educational system that is accessible to all.  **Create** a blog that will accommodate the assignment requirements using a website creation tool such as [Weebly](http://www.weebly.com/), [WordPress](https://wordpress.com/) or [Typepad](http://www.typepad.com/). Ensure that your classmates and instructor will have access to your blog.  **Review** the assignment directions found in each week of the course.  **Submit** a link to the blog by Thursday. | N/A | Private Post: **.5 hours** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200-to 250-words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100-to 150-words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | NA |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | Whole Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignments****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Defining Educational Equity and Equality**  **Research** definitions of *educational equity* and *educational equality*.  **Create** a word cloud for the definitions of *educational equity* and *educational equality*. Utilize the [Jason Davies Word Cloud Generator](https://www.jasondavies.com/wordcloud/#%2F%2Fwww.jasondavies.com%2Fwordcloud%2Fabout%2F) to create your word cloud.  **Respond** to the following questions:   * Which definitions did you find to be the most interesting? * What words stand out? * What do educational equity and equality mean?   **Post** your response and word cloud link in the Defining Educational Equity and Equality discussion forum by Thursday.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. Consider how we could create definitions of equity and equality for this course. | 1.1, 1.2 | Discussion = **1.5 hours** |
| **Case Study: Access to Knowledge**  **Read** the “Case Study: Access to Knowledge” from *Ethical Leadership and Decision Making in Education* on pages 125-129.  **Respond** to the following prompts in the Case Study discussion forum by Thursday:   * Analyze the ethical dilemma in terms of equality and equity. * Compare this scenario to an equity dilemma in your current position. * Recommend an accountability reform or reforms that could be a solution to the scenario.   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 1.1, 1.2 | Case Study: 2 **hours** |
| **Educational Equity Blog: Introduction**  **Write** a 250- to 300-word blog post that introduces yourself and the purpose of your blog to the community.  **Explain** your reason for selecting the topic of equity for your blog. Include in your explanation an example of an educational initiative used to advance the goals of equality, equity, or equal educational opportunity, describing the motivation of the initiative and the short- and long-term implications.  Note. For the purposes of this course, it is preferable that you use a real-world example from the media or your own personal experience. If there may be confidentially concerns, please feel free to alter identifying information.  **Submit** a link to your blog by Sunday. | 1.2 | Blog: **1 hour** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Week Two - Debate Wiki: The ESEA Fiftieth Anniversary**

* Assign and announce the teams before the end of Week One. Utilize the prebuilt group forums to assign teams, which will range from six to eight students.

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| Week Two: The Journey Toward Educational Equality/Equal Opportunity |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Compare the key issues of educational equality in policymaking and federal legislation designed to improve educational opportunities of underserved students. | CLO1, CLO5 | |
| * 1. Differentiate the significance of court cases in defining educational equity. | CLO1, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3 of *Charting Reform, Achieving Equity in a Diverse Nation*.  **Read** “When you tell a personal story, I kind of perk up a little bit more: An examination of students learning from listening to personal stories in two social diversity courses”. | 2.1, 2.2 |  |
| **Preparation: Title IX Coordinator Or Human Resources Officer Interview**  **Identify** a Title IX Coordinator or Human Resources Officer to interview before Week Three.  **Review** the Title IX Coordinator or Human Resources Officer Interview assignment requirements to formulate your interview questions. | N/A |  |
| ***Assignments****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Personal Story of Equity or Inequity in Education**  Equality, equity, and equal opportunity in education is a topic we will examine from various perspectives. As we examine previous equity efforts and critique new initiatives, our personal experiences and observations may shape our responses. Each personal experience will allow all to consider equity initiatives from an array of perspectives.  **Respond** to the following prompt in the Personal Story discussion forum by Thursday:   * Share your personal experience or observation of equity or inequity in education. Your perspective may address racism, classism, religious oppression, sexism, ableism, language barriers, or other equity concerns. You may choose to submit a written, audio, or video presentation of your story.   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 2.1 | Discussion: **1.5 hours** |
| **Educational Equity Blog: School Policy**  **Research** aneducational organization’s policy regarding equity, equality, or equal opportunity.  **Post** the policy on your blog. You may or may not identify the organization.  **Write a** 250- to 300-word blog post that evaluates the organization’s commitment to equity, equality, and equal opportunity. Use federal legislation and court cases that define compliance to educational equity as the basis for your examination.  **Post** a link to your blog in the School Policy discussion forum by Thursday.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 2.1, 2.2 | Blog: **1 hour** |
| **Debate Wiki: The ESEA Fiftieth Anniversary**  You will be placed in teams to debate whether the proposed initiatives for ESEA as presented in the Every Student Succeeds Act (ESSA) of 2015 provide fair and equitable opportunities to historically disadvantaged students. The teams will range from six to eight members, with half the team arguing for the proposed initiatives and the other half arguing against. Teams will be assigned and posted by your instructor, and team members will decide who will debate each side.  **Read** the following:   * “[Elementary and Secondary Education Act of 1965](http://www.socialwelfarehistory.com/events/elementary-and-secondary-education-act-of-1965/)” * “[FACT SHEET: Congress Acts to Fix No Child Left Behind](https://www.whitehouse.gov/the-press-office/2015/12/03/fact-sheet-congress-acts-fix-no-child-left-behind)” * “[Every Student Succeeds Act (ESSA)](http://www.ed.gov/essa)”   **Research** the policies that were implemented as part of ESEA in the past 50 years.  **Share** your research with your sub-team (pro- or anti-initiatives) in the Groups forum. Do not share your research with the entire team, as you will be debating each other. | 2.1, 2.2 | Wiki Debate: **1.5 hours** |
| **Debate Wiki: The ESEA Fiftieth Anniversary**  **Prepare** a 250-to 500-word response to the following debate question, in your sub-team, for your selected side:   * Do the proposed initiatives for ESEA as presented in the Every Student Succeeds Act (ESSA) of 2015 meet the original 1965 goals of the ESEA to provide fair and equitable opportunities to historically disadvantaged students, including children of color, children in poverty, children with disabilities, and English-language learners?     **Include** the following in your initial position response to the debate question:   * Reference to court cases that defined compliance with ESEA * Examples from your readings regarding the obstacles and promises of implementing equitable policies in P-16 education   **Locate** the appropriate wiki page for your sub-team to post your initial position response by Thursday.  **Collaborate** with your sub-team to post a rebuttal that addresses all of the opposing side’s arguments by Sunday.  *Note.* Click **Edit Wiki Content** to add your posts. Determine amongst yourselves who will post your initial position and rebuttal.  **Review** the other teams’ debates, and vote for a winner. To vote on the winner of the debate, click on **Comment** to identify who you think won, and justify your selection. | 2.1, 2.2 | Wiki Debate: **1.5 hours** |

# Faculty Notes

**Debate Wiki: The ESEA Fiftieth Anniversary**

* Set up your wiki homepage and pages for each team to conduct their debate.
* Copy and paste instructions from the Faculty Instructional Guide as needed, or provide further clarification.

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| Week Three: Equal Educational Opportunity |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the evolution of Title IX. | CLO1, CLO5 | |
| * 1. Explain the origin of the phrase *equal educational opportunity*. | CLO1, CLO2 | |
| * 1. Analyze the implications of Title VI. | CLO1, CLO5 | |
| * 1. Evaluate the impact of the ‘Dear Colleague’ letters from the United States Assistant Secretary for Civil Rights on equal opportunity initiatives. | CLO1, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following from the U.S. Department of Education:   * “[Dear Colleague Letter](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201111.html)” from the United States Assistant Secretary for Civil Rights, December 2, 2011. * “[Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools](http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.html),” December 2, 2011. * “[Guidance on the Voluntary Use of Race to Achieve Diversity in Postsecondary Education](http://www2.ed.gov/about/offices/list/ocr/docs/guidance-pse-201111.html),” December 2, 2011. * “[Title IX Resource Guide](http://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf)” from the U. S. Department of Education, Office of Civil Rights, April, 2015. * “[New Guidance from U.S. Department of Education Reminds Schools of Obligation to Designate Title IX Coordinator](http://www.ed.gov/news/press-releases/new-guidance-us-department-education-reminds-schools-obligation-designate-title-ix-coordinator),” April 24, 2015. | 3.1, 3.2, 3.3, 3.4 |  |
| ***Assignments****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Title IX**  Title IX of the Education Amendments of 1972 has been successful in improving equal opportunity for girls and women in school sports. Title IX also “prohibits several types of sex-based harassment . . . including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature.”  **View** the following videos:   * “[Numbers Never Lie: Title IX](https://www.youtube.com/watch?v=adjLj_EuzpE)” [1:15] * “[Title IX at 40](https://www.youtube.com/watch?v=3Jqj40dybSQ)” [5:19]   **Respond** to the following questions in the Title IX discussion forum by Thursday:   * What are your observations of compliance with Title IX in your educational setting? * What are the implications of the expansion of Title IX for your educational setting? * As an educational leader, how will you ensure adherence to Title IX? * How may Title IX success be recognized in the next 40 years?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 3.1, 3.2, 3.4 | Discussion: **1.5 hours** |
| **Educational Equity Blog: Race to Achieve Diversity**  In “Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools,” and “Guidance on the Voluntary Use of Race to Achieve Diversity in Postsecondary Education,” the Office of Civil Rights provides guidelines, cites court cases that apply voluntary use of race to achieve diversity, and avoids racial isolation.  **Research** a recent example of a school district, charter school, or higher education institution that has been challenged by its approach, or lack of approach, in achieving diversity and avoiding racial isolation.  **Write** a 250- to 300-word blog post describing the case and the effectiveness of the initiative. Consider whether the initiative would provide an equitable educational experience for the students.  **Post** a link to your blog in the Race to Achieve Diversity discussion forum by Thursday.  **Read** your classmates’ Race to Achieve Diversity blog posts.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 3.3 | Blog: **1 hour** |
| **Culminating Project – Part One: Your Equity, Equality, or Equal Opportunity Platform/Philosophy**  The final project is structured for you to synthesize course content by creating a Public Service Announcement (PSA). This assignment will require you to present a two- to four-minute multimedia message that conveys your organization’s tenets of educational equity, equality, and equal opportunity in your current or future career. You may choose to refer to one, two, or all three of the course topics (in keeping with federal mandates).  **Review** the Culminating Project Details.  **Draft** your equity, equality, or equal opportunity platform or philosophy.  **Consider** the following when drafting your platform or philosophy:   * Keep it simple. Three to five sentences is the best length. * Keep it positive. State your beliefs. * Keep it passionate. Make it compelling, inspiring, and energizing.   **Submit** your Equity, Equality, or Equal Opportunity platform or philosophy by Sunday. | 3.1, 3.3 | Discussion: **1.5 hours** |
| **Title IX Coordinator / Human Resources Officer Interview**  While established in 1972, Title IX compliance continues to evolve. The United States Department of Education Office of Civil Rights requires that all educational institutions that receive federal funds have an individual designated as the Title IX Coordinator.  **Interview** a Title IX Coordinator or Human Resources Officer about his or her responsibilities, training, procedures, and compliance issues he or she has addressed.  **Evaluate** the interview to see what the responses tell you about:   * The organization * Training in Title IX compliance * How Title IX compliance is communicated in the organization * Number of Title IX investigations completed in a school year   **Consider** the following:   * Is the individual familiar with the April 24, 2015 Letter to Title IX Coordinators and Title IX Resource Guide? * Is the individual aware that Title IX bars discrimination on the basis of gender identity?     **Summarize** the information you gleaned from your interview by creating a checklist, chart, or other graphic. Include a brief 150- to 200-word reflection on the effectiveness of Title IX in this setting.  **Submit** your Interview summary by Sunday. | 3.1, 3.4 | Interview and Private Post: **2 hours** |

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| Week Four: Educational Equity for Underserved Populations |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Define student populations that are or have been educationally underserved. | CLO3, CLO4 | |
| * 1. Analyze the equity of current P-16 educational practices or initiatives for underserved populations. | CLO3, CLO4 | |
| * 1. Evaluate the educational equity opportunities of school choice reforms for underserved populations. | CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 4 & 9 of *Excellence Through Equity*. | 4.1, 4.2, 4.3 |  |
| **Read** the following articles from the Keiss Library:   * Ford, D. (2015). [Multicultural Issues: Recruiting and Retaining Black and Hispanic Students in Gifted Education: Equality Versus Equity Schools](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=103563210&site=ehost-live). *Gifted Child Today*, 38(3), 187-191. | 4.1, 4.2, 4.3 |  |
| **Read** the following articles:   * Bidwell, A. (March 30, 2015). [*Oversight is key to charter school equity*](http://www.usnews.com/news/articles/2015/03/30/new-orleans-school-reforms-show-charters-can-work-with-oversight), U.S. News & World Report. * Rendon, L.I. (2006). [*Reconceptualizing success for underserved students in higher education*](https://nces.ed.gov/npec/pdf/resp_Rendon.pdf), National Postsecondary Education Cooperative. * Layton, L. & Brown, E. (2015). [*Number of homeless students in U.S. has doubled since before the recession*](https://www.washingtonpost.com/local/education/number-of-us-homeless-students-has-doubled-since-before-the-recession/2015/09/14/0c1fadb6-58c2-11e5-8bb1-b488d231bba2_story.html?postshare=271442243064358), The Washington Post. | 4.1, 4.2, 4.3 |  |
| **Select** and view one of the stories from the American Graduate: Homeless in High School website: [Stories of Homelessness in North Texas](http://stories.kera.org/homeless-in-high-school/2015/05/19/stories-of-north-texas-homeless-students/) by Stephanie Kuo. | 4.3 |  |
| **View** the following videos:   * “[Doing the Work Around Racial Equity in Education](https://www.youtube.com/watch?v=e3JXppU6HAo)‬” [8:06] * “[Dr. Laura Rendon at Texas Summit for Mentoring](https://www.youtube.com/watch?v=vE7Zr4_Y18k)” [1:34] * “[How do Schools Promote Equity Among Students?](https://www.youtube.com/watch?v=wiEKs01ZIho)” [6:02] | 4.1, 4.2, 4.3 |  |
| ***Assignments****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: School Choice Reforms and Underserved Students**  **View** “[Waiting for Superman: Anthony Clip](https://www.youtube.com/watch?v=Bsn7LlxNAmI)” [2:02].  *Note.* If you have not seen the movie, it is available on Netflix or Amazon.  **Read** “[Just the FAQs–School Choice](https://www.edreform.com/2011/11/just-the-faqs-school-choice/)” from the Center for Educational Reform.  **Explore** the “[Parent Power Index 2015](http://parentpowerindex.edreform.com/)” from the Center for Educational Reform.  **Research** a news article on how school choice reform has or has not provided educational equity opportunities for underserved populations.  **Post** a link of your example in the School Choice Reforms and Underserved Students discussion forum by Thursday. Include the following with your link:   * A brief summary * An evaluation of the school choice reform   + Why it worked, or   + Why it did not work   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 4.1, 4.3 | Discussion: **2 hours** |
| **Educational Equity Blog: Underserved Populations**  **Research** an article, video, documentary, or paper that addresses educational success for underserved students. You may use an example from this week’s readings or an article relevant to your current educational setting.  **Write a** 250- to 300-word blog post based on the implications of the research for addressing the needs of underserved students in any level of P-16 education.  **Post** a link to your blog in the Underserved Populations discussion forum by Thursday.  **Read** your classmates’ Underserved Populations blog posts.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 4.1, 4.2 | Blog: **1.5 hours** |
| **Addressing the Needs of an Underserved Population**  This week’s videos and readings provide examples of establishing a culture of equity in schools. Dorinda Carter Andrews and Pedro Noguera provide specific examples of creating equitable learning environments. Laura Rendon focuses on the power of mentoring as a pathway towards graduation. Linda Harper shares her experience in developing a program that addresses the needs of students with severe behavior infractions. Estrella Olivares-Orellana shares her success in working with immigrant youth. Allie Bidwell provides insight on Charter School Equity. The documentary “Waiting for Superman” presents the hopes and disappointments of access to Charter Schools through a lottery program.  **Propose** a new program or charter school that supports the need or needs of an underserved population.  **Identify** a specific educational goal for your program. Examples of goals may include, but are not limited to the following:   * Access to preschool education * Community outreach * Giving students of diversity a voice * Reduction of suspension rates * High school graduation * College graduation   **Research** current statistics on your identified goal for your selected underserved population.  **Create** a plan to address the goals.  **Prepare** a 5- to 8-minute presentation that you could present to a board of directors describing the goals and plans for your program or charter school. Your presentation may be a narrated Prezi, Microsoft® PowerPoint® presentation, or video.  **Post** your presentation in the Addressing the Needs of an Underserved Population discussion forum by Friday.  **Provide** feedback to one of your classmates’ presentations by Sunday. | 4.1, 4.2, 4.3 | Presentation: **2 hours** |

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| Week Five: Educational Equity and Student Achievement |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the impact of various accountability reforms for educational equity. | CLO2, CLO5 | |
| * 1. Assess the impact of Common Core on equitable student achievement and access to higher education. | CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 2 of *Excellence Through Equity*. | 5.1, 5.2 |  |
| **Read** the Wise, B. (2015). [Core of the Matter: Fulfilling Common Core’s Promise of Equity for All Students](http://all4ed.org/core-of-the-matter-fulfilling-common-cores-promise-of-equity-for-all-students-corematters/) from the Alliance for Excellence Education. | 5.2 |  |
| **View** the following videos:   * “[NYU Steinhardt's Professor Neuman on Common Core Standards](https://www.youtube.com/watch?v=NGtdm-OknqA)” [3:56] * “[Pedro Noguera on the Common Core at EdSource Symposium](https://www.youtube.com/watch?v=niNAtipp3KY)” [4:15] * “[Kenji Hakuta on ELLS and the Common Core Standards](https://www.youtube.com/watch?v=PY2fhP8Q0OY)” [8:48] | 5.2 |  |
| ***Supplemental Learning Resources and Activities:*** *These resources and activities provide further exploration of content. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Recommended Movie: Road to Nowhere**  **View** the documentary “Road to Nowhere” available to stream on Netflix. | 5.2 |  |
| ***Assignments****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Equity of Accountability Reforms**  In Ch. 1 of *Charting Reform, Achieving Equity in a Diverse Nation*, Sunderman provides a brief overview of the following accountability reforms:   * ESEA: Improving America’s Schools Act of 1994 * ESEA: NCLB Act of 2001 * American Recovery and Reinvestment Act of 2009 * Race to the Top of 2010 * School Improvement Grants of 2010 * ESEA: Flexibility Waiver of 2011   **Select** one reform movement and evaluate its effectiveness. Consider the following:   * Your reactions to the results * An evaluation of the effectiveness of the reform based on the results   **Post** your analysis in the Equity of Accountability Reforms discussion forum by Thursday. Include your reaction to the results.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 5.1 | Discussion: **2 hours** |
| **Educational Equity Blog: Opting Out of Common Core Testing**  **Research** an article, video, or documentary about students or parents opting out of Common Core tests.  **Write a** 250- to 300-word blog post, expressing your opinion of the “opting out” movement. Include information and a link to the source on your blog.  **Post** a link to your blog in the Opting Out discussion forum by Thursday.  **Read** your classmates’ Opting Out blog posts**.**  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 5.2 | Blog: **1.5 hours** |
| **Common Core Position Paper**  **Imagine** that you are an applicant for a leadership position in a school district with a diverse student enrollment. You have researched the school and community and are aware that there are conflicting opinions among the stakeholders regarding Common Core standards.  **Write** a 350- to 500-word position paper on how you would address common core standards in your new position.  **Submit** your paper by Sunday. | 5.2 | Paper: **.5 hours** |
| **Culminating Project – Part Two: Formulating a Systemic Commitment to Equity**  **Review** the suggestions provided in Culminating Project Details.  **Develop** a plan to create a culture of equity in your organization through a professional development training.  **Submit** your plan in the Culminating Project discussion forum by Thursday.  **Provide** meaningful feedback and suggestions to three of your classmates’ plans by Sunday. | 5.1 | Discussion: **2 hours** |

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| Week Six: Educational Funding for Equity |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Differentiate the historical significance of court cases in defining equitable educational funding. | CLO5 | |
| * 1. Evaluate the state of education funding formulas. | CLO5 | |
| * 1. Analyze state initiatives for preschool and extended school programs. | CLO5 | |
| * 1. Evaluate funding opportunities for underserved populations to enter higher education. | CLO5 | |
| ***Required Learning Resources and Activities:*** *Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 10 of *Charting Reform, Achieving Equity in a Diverse Nation*. | 6.2 |  |
| **Read** the following articles:   * Coon, A.F. & Sommer, S.A. (2008). [*Separate And Unequal: Serrano Played an Important Role in Development of School-District Policy*](http://corporate.findlaw.com/law-library/separate-and-unequal-serrano-played-an-important-role-in.html) from FindLaw. * Handel, S. J., & Montoya, J. (2012). [*Increasing Student Participation in Higher Education–New Collaborations for New Populations*](http://media.collegeboard.com/digitalServices/pdf/rd/NewCollabs_NewPopulations%20_Handel-Montoya.pdf) from The College Board. * Baker, B., Sciarra, D., & Farrie, D. (2015). [*Is School Funding Fair? A National Report*](http://www.schoolfundingfairness.org/) Card from School Funding Fairness. | 6.1, 6.2, 6.3, 6.4 |  |
| ***Assignments:*** *Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Is Equitable School Funding Possible?**  **View** ["Evers on Governor Run, New K-12 Funding"](https://wpt4.org/wpt-video/here-and-now/Tony-Evers-election-governor-education-K12-funding/) [8:53].  **Respond** to the following prompts in the Equitable School Funding discussion forum by Thursday:   * Critique Wisconsin’s State Superintendent Tony Evers’s education budget message. * Compare Evers’s proposed initiatives in light of your readings on educational equity. * Evaluate his proposal and rationale for increases in the Wisconsin budget. * Contrast his proposals to the court cases in California and Texas from your readings. * Select one of Superintendent Evers’s goals, and determine whether the statistics, as reported, support his stated need by using the interactive reports from *Is School Funding Fair? A National Report*.   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 6.1, 6.2 | Discussion: **2 hours** |
| **Educational Equity Blog: Funding Underserved Students**  **Research** a funding initiative for a preschool, extended school, or college graduation program for underserved students. The program may be funded by the state, district, charter, or privately.  **Write a** 250- to 300-word blog to describe the initiative and funding method used to afford the program. Include the link to the article, video, or documentary you researched on your blog.  **Post** a link to your blog in the Funding Underserved Studentsdiscussion forumby Thursday.  **Read** your classmates’ Funding Underserved Students blog posts.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 6.3, 6.4 | Discussion: **1.5 hours** |
| **State Funding Formulas Report Wiki**  **Select** one of the states from the table on the State Funding Formulas Report Wiki home page by placing your name in the appropriate column. Click **Edit Wiki Content** to add your name.  **Research** your selected state’s funding formula to evaluate if it is structured in a way that will provide equitable funding for the school systems in that state.  **Utilize** the interactive report from *Is School Funding Fair? A National Report Card* as a resource.  **Complete** the table on the State Funding Formulas Report Wiki homepage for your selected state by Thursday.  **Review** the reports added by your classmates.  **Provide** meaningful feedback to three of your classmates’ evaluations by Sunday, in the comments column provided. Include your name at the end of your comment. | 6.2 | Wiki: **2 hour**s |

# Faculty Notes

**State Funding Formulas Report Wiki**

* Create the homepage for your wiki.
* Include any additional instructions as needed.
* Include a table with 21 rows and 5 columns.
* Add the following titles at the top of each column:
  + States
  + Name
  + Formula Description
  + Evaluation
  + Comment
* Add the 20 selected states in the rows under the States column.

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| Week Seven: Successful Equitable Education Initiatives |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Evaluate competent equitable education models. | CLO2, CLO3, CLO4 | |
| * 1. Synthesize course concepts to define the characteristics of successful equitable models. | CLO2, CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3 & 11 of *Excellence Through Equity*. | 7.1, 7.2 |  |
| **Read** the following sections of the Winter 2015 All Hands Raised Partnership: Education, Equity & Excellence: From Cradle to Career education initiative at <http://allhandsraised.org/thepartnership/chapter02/>.   * Ch. 02 * Ch. 02 Companion Overview * Ch. 02 Dashboard Tool   **Read** the Initiatives page from the Jobs for the Future website at <http://www.jff.org/initiatives>. | 7.1 |  |
| **View** the following videos:   * “[Why We Work at Jobs for the Future](https://www.youtube.com/watch?v=JWwWU1UmWXs)” [3:54] * “[American Graduate: Let’s Make It Happen](http://link.brightcove.com/services/player/bcpid1418492868?bctid=2750649096001)” [3:35] from American Graduate * “[American Promise Official Trailer 1 (2013) – Documentary HD](https://www.youtube.com/watch?v=yfA939LmPbU)” [2:32]   **Note**. The full award-winning documentary American Promise [2:32] is available on Netflix. | 7.1 |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  Note:A recorded lecture will be made available to those who are unable to attend the live session. |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignments****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: De-tracking for Equity: Providing Opportunities for All**  **View** “[Waiting for Superman Tracking](https://www.youtube.com/watch?v=JMjUSQk5WH4)‬” [0:54].‬‬‬‬‬‬‬‬‬  In the documentary *Waiting for Superman*, writer and director David Guggenheim examines the crisis of public education. He identifies tracking as a practice that prohibits college access for many students.  **Research** a school or school district that does not use or has eliminated tracking.  **Respond** to the following prompts in the De-Tracking for Equity discussion forum by Thursday:   * Summarize the example you researched. * What challenges did the school or district face? How were they overcome? * What successes did they experience? * What were the failures?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 7.1, 7.2 | Discussion: **1.5 hours** |
| **Scenario–Ensuring Equitable Instruction in Your School**  **Read** “[Dear Parent: I Do Not Plan To Discipline Your Child](http://www.edweek.org/tm/articles/2015/09/11/dear-parent-i-do-not-plan-to.html?cmp=eml-enl-eu-news2)” by Kimberly Nellist-Ortiz as well as the responses to the article.  **Imagine** a teacher in your school organization strongly endorses the tenants outlined in the *Dear Parent* opinion article. How would you respond to this teacher from the aspect of educational equity?  **Submit** your response by Sunday. | 7.1, 7.2 | Discussion: **1.5 hours** |
| **Educational Equity Blog: Successful Models**  **Research** a broad initiative that has evidence of success in cultivating or contributing to educational equity improvement, such as the following:   * Access to preschool education * Giving students of diversity a voice * Reduction of suspension rates * High school graduation * College graduation   *Note.* You may use examples from the websites and videos in this week’s readings.  **Write a** 250- to 300-word blog post describing the initiative and the funding method used to provide the program. Include a link to the resource you found.  **Post** a link to your blog in the Successful Models discussion forum by Thursday.  **Read** your classmates’ Success Models blog posts.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 7.1, 7.2 | Discussion: **2 hours** |
| **Culminating Project – Part Three: Public Service Announcement**  **Develop** a 2- to 4-minute public service announcement (PSA) that reflects your organization’s commitment to equity, equality, or equal opportunity. The PSA may be a recorded video or multimedia video using an online tool such as [Animoto](https://animoto.com/), [PowToons](http://www.powtoon.com/), or [Glogster](http://www.glogster.com/#one) (if your organization has a school account).  **Post** your PSA in the Public Service Announcement discussion forum by Thursday.  **Review** your classmates’ PSAs.  **Provide** meaningful feedback to a minimum of three of your classmates’ PSAs by Sunday. | 7.2 | Discussion: **2 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 6.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week5** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 7 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  | 44 |