COURSE REQUEST
7884 - Status: PENDING

Term Information
Effective Term: Autumn 2016

General Information
Course Bulletin Listing/Subject Area: Educ Sts: Educational Admin
Fiscal Unit/Academic Org: EHE Educational Studies - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7884
Course Title: Leading for Equity
Transcript Abbreviation: Leading for Equity
Course Description: This course is an examination of the educational policies, practices and programs necessary to eliminate educational barriers based on gender, race, ethnicity, national origin, color, disability, age or other status and provide educational opportunities.
Semester Credit Hours/Units: Fixed: 1.5

Offering Information
Length Of Course: 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course: Always
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites: Enrollment in the BRIGHT MBA.
Exclusions:

Cross-Listings
Cross-Listings:

Subject/CIP Code
Subject/CIP Code: 13.0401
Subsidy Level: Doctoral Course
Intended Rank: Senior, Masters, Doctoral, Professional

Requirement/Elective Designation
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• Explore equity in educational leadership standards
  • Explore equity roles and practices of educational leaders
  • Examine high-leverage equitable leadership practices, identified through research and the extant literature as those most likely

Content Topic List

• Identify equity traps and drivers of systemic equity
  • Demonstrate working knowledge of extant leadership models in terms of strengths and weaknesses in addressing equity issues.

Attachments

• ESEADM 7884.docx
  (Syllabus. Owner: Amos, Melissa Christine)

• ESEADM 7884 Syllabus rev 3-21-16.docx: Corrected Syllabus - Use this one.
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments

• The syllabus submitted by Melissa Amos is not valid, but it cannot be deleted because Ms. Amos is no longer with the department. Please use the syllabus from March 21, 2016. (by Wheaton, Joe Edward on 03/23/2016 01:25 PM)

• email sent 3/11/2016, revision requested (by Odum, Sarah A. on 03/11/2016 11:45 AM)

• This course is being proposed in support of Bright Fellows MBA program and is aligned with the 4th module. (by Amos, Melissa Christine on 12/07/2015 02:13 PM)

Workflow Information

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Tentative Course Syllabus

**ESEADM 7884 Leading for Equity**
*February 16 - April 16, 2016*

| **Professor:** | Noelle Arnold, PhD  
Associate Professor |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Arnold.1040@osu.edu">Arnold.1040@osu.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>By apt</td>
</tr>
</tbody>
</table>
| **Office:**   | Ramseyer 315C  
**Office Phone:** | 614-247-1553 |

**BRIGHT Program Mission**

BRIGHT’s mission is to take qualified candidates, many of whom are from outside of the education industry and prepare them to be principals of underperforming k-12 schools by giving them a business acumen (the Bright MBA) and a core experience (a year of in-building training). The program will identify, recruit, develop and place 30 new outstanding leaders as aspiring Ohio school building principals by the fall of 2015.

**The Fisher Student Standards of Conduct**

According to the Standards of Conduct of the Fisher College of Business, students are expected to:

- represent themselves truthfully in all situations;
- conduct themselves in a manner that does not seek to gain an unfair advantage over other members of the Fisher community;
- demonstrate respect for all property that does not belong to them;
- be personally accountable for one’s own actions.

Students are expected to be acquainted with the Standards, to adhere to the letter and spirit of the Standards, and to take action when witnessing a breach of the Standards.

**Course Texts**


Additional Readings, discussion questions and course material available on CARMEN.
Course Description

This course is an examination of the educational policies, practices and programs necessary to eliminate educational barriers based on gender, race, ethnicity, national origin, color, disability, age or other status and provide educational opportunities.

The course also focuses on how equity knowledge has evolved over time and comprehensive approaches that are planned, systemic, and focused.

Critical attention is paid to developing leaders with the understandings and proficiencies needed for working with students from diverse backgrounds to ensure that all students have the opportunity to learn.

Course Philosophy

The fact that many schools are in a current state of inequity is largely not a surprise as the initial aim of education was not equalizing educational opportunity or providing educational equity (Gooden & Thompson Dorsey, 2014). Nonetheless, as a society, we have yet ameliorate educational inequity and inequality. Scholars argue standards for leadership can play a key role in responding to the urgent calls to develop leaders with the capacity to address equity disparities in schools (Darling-Hammond, 2010; Furman, 2012; McKenzie et al., 2008; Scheurich & Skrla, 2003).

Objectives

- Explore equity in educational leadership standards
- Explore equity roles and practices of educational leaders
- Examine high-leverage equitable leadership practices, identified through research and the extant literature as those most likely to mitigate disparities for students who have not been well served due to their race, class, ethnicity, home language, and/or ability. (Galloway & Ishimaru, 2015)
- Identify equity traps and drivers of systemic equity
- Demonstrate working knowledge of extant leadership models in terms of strengths and weaknesses in addressing equity issues.
- Develop analytic skills in utilizing multiple sources of data to identify how inequities occur, are maintained, and are disrupted in complex organizations.
- Develop a personal equity leadership framework for professional practice that incorporates relevant scholarship in equity, inclusion, and social justice.

Required Off-campus Field Experience: School year placement in a school district all days except for University EMBA coursework days and Bright program colloquia meetings.
Assignments

1. **Equity Literacy 20%**

You will be asked to participate in an equity literacy exercise. This exercise offers you an opportunity to explore a critical case study of equity utilizing an equity literacy approach by Gorski & Porthini (2014). Instructions will be given to you and discussed during the second session.

2. **Critical Policy Analysis 30%**

You will complete a critical analysis of an educational policy intended to create greater equity in education. This essay will be 8-10 pages (approximately 2,000 to 2,500 words, typed, double-spaced, excluding references).

According to Sandra Taylor’s work (see reading for Week 3), critical policy analysis reveals:

- the political processes that shape policy-making,
- the social context in which policy is created, and
- the social power relations that frame policy texts.

Your analysis must touch upon these three factors, while providing both a critique of (positive and negative) and a position on the selected policy.

Each project will be evaluated according to:

- the relevancy or ‘meaning’ of the policy for equity and education,
- discussion of the social context or ‘problem’ addressed by the policy,
- demonstrated awareness of the policy stakeholders,
- analysis of the intended outcomes from the policy initiative,
- demonstrated knowledge of pertinent literature that questions the ‘official’ policy text,
- use of social justice concepts and arguments from the course,
- your position, insights, and conclusions about the policy, and
- communication of your ideas in a clear, organized, and concise manner.

The policy is your choice. You may find it helpful to find a policy that relates to a course topic or originates from a seminar leadership topic. You may not choose a policy from your own seminar leadership. Policies may relate to topics such as bullying, corporate funding, book banning, standardized testing, separate schools, teachers’ right to strike, policing in schools, social justice curriculum, conflict resolution, etc. Early in the course you should explore websites that discuss educational policy initiatives (e.g. from school boards, teacher federations, ministries of education, non-governmental organizations, and community institutes/networks).
3. **Equity Audit 35%**

During the first session, you will be organized into a group to complete five areas of an equity audit of an organization of your choice as outlined in your texts. After completing the project, you will submit a group Executive Summary and action plan. Instructions will be given to you and discussed during the first session.

4. **Participation Posts 15%**

Prior to each session you are required to write an individual readings post relating to the required readings. The readings blog will be approximately 250 words. The blog will be posted by the Sunday before our session by 11pm, on the corresponding discussion board in CARMEN. Each post must be a critical engagement with the content of the readings (i.e. not a summary of readings). The readings post should address at least each of the following: golden lines, head scratchers, and/or new questions. For example,

- Write down ‘golden lines’ from the readings and explain why these quotes are significant. Golden Lines are quotes or ideas that are central to the main findings of the author(s) and resonate with your thinking.
- Reflect on ‘head scratcher’ ideas from the readings and describe why these concepts were thought provoking. Head scratchers are quotes or ideas that cause you to wonder, question, and possibly disagree.
- Pose a question that ‘talks back’ to the author(s) (or that you might want to pose in our session) and why.

**Grading**

1. Equity Literacy Exercise 20%
2. Critical Policy Analysis 30%
3. Equity Audit 35%
4. Participation Posts 15%

**Total** 100%

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Diversity Statement

At Fisher College of Business, we champion diversity in intellectual thought and perspective. We inspire leadership through passion, integrity, hard work and the desire to succeed. Students join our programs because of the culture we have designed and our emphasis on high-impact teaching and research. We continually seek to expand ethnic and cultural diversity as a contributor to intellectual diversity – and as a key factor in our success.

Technology Statement

To be consistent with professional standards, participants may be expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts. Much of the out-of-class communication with students is done via e-mail. Participants will also be required to download Word and Power Point documents for class and utilize CARMEN for submission of assignments.

Students with Special Needs: Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor’s attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.

Academic Integrity

All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.
Tentative Course Syllabus
Tentative Course Syllabus

**Course Schedule**


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<th>Readings</th>
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<td>Session 1</td>
<td>Disparity Linkages and Education Equity Awareness Self-Assessment <a href="http://www.edchange.org/multicultural/quiz/quiz1.htm">http://www.edchange.org/multicultural/quiz/quiz1.htm</a></td>
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### Tentative Course Syllabus

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<td>Session 3</td>
<td>Procedure vs. Policy: Your Role as Equity Mediator</td>
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#### Additional Readings (Not Required)


Lightfoot, Dory. (2004). “‘Some Parents Just Don’t Care’: Decoding the Meanings of
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