

**EDLD 7210-001**

**Multiprofessional Leadership for Equity**

**Auburn University - College of Education**

Educational Foundations, Leadership, and Technology Department

Fall 2025

**Class Dates/Time:** Synchronous ZOOM Sessions on the following Mondays from 5 pm – 7:50 pm on the

following dates: October 13, November 3, and December 1, 2025

**Class Location:** ZOOM (links for each class session found in Canvas)

**Instructor:** Dr. Demica Sanders

Cell: 205.617.8633\* preferred

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Office Hours: by appointment

**1.** **Course Number**: EDLD 7210

**Course Title**: Multiprofessional Leadership for Equity

**Credit Hours**: 3 semester hours

**Prerequisites**: N/A

1. **Date Syllabus Prepared**: July 2025
2. **Special Accommodations**.

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)

1. **Required Text**:

Theoharis, G., & Scanlan, M. (2021). Leadership for increasingly diverse schools. 2nd Edition. New York: Routledge

Companion site: <http://routledgetextbooks.com/textbooks/9781138785939/> (from the previous edition but still some good resources.

1. **Course Description**: The purpose of this class is to apply theories, concepts and principles of leadership from a multidisciplinary, multiprofessional perspective, to address issues of equity of opportunity and culturally responsible practices to promote each student’s success. Students will utilize national, state, and local evidence to inform school leader’s understanding of diversity issues in schools.

This course is designed to directly address the PSEL Standard 3 towards equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. The class will promote effective leaders that: ensure each student is treated with respect, fairness, and cultural and contextual understanding; that utilize asset-based frames to respect and employ student strengths; that ensure equitable access to academic and material resources, as well as educational opportunities; that develop positive, fair, and unbiased disciplinary practices; that confront institutional biases based on student identity; prepare students to live in diverse cultural contexts; that lead in a culturally responsive manner

Emphasis on recognizing and respecting each student’s culture, needs, strengths, and context, as well as culturally responsive and institutionally equitable practices will be assessed with weekly readings, reflections, and class discussion.

1. **Course Objectives:** This course is designed to directly address Standard 4 (Relational Leadership) of the Alabama Standards for Instructional Leaders, specifically, effective instructional leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Prospective instructional leaders will be prepared and able to:

1. Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.
2. Advocates for the welfare of all students.
3. Establishes positive and supportive relationships with all students.
4. Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.
5. Ensures a collaborative culture of professionalism and respect among staff.
6. Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.
7. Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.
8. Establishes a positive presence in the community to build productive partnerships to support the school’s mission and vision.
9. **Course Content/Calendar:** Please be sure to review the calendar each week to be sure you are meeting the various deadlines. **All videos and/or articles required for reading will be posted in Canvas, if you cannot access content, please contact me immediately!**

| **Week** | **Major Topics/Assignments** |
| --- | --- |
| ***Week 1***  ***October 13, 2025***  ***CLASS*** | Reading:  Review the Syllabus  Reading:  T&S – Chapter 1 – *Introduction: Intersectionality in Educational Leadership*  Watch:  Victor Rios – TED Talk – “Help for kids the education system ignores”  **Assignment(s) due by October 17, 2025 by 11:59 pm**   * Reflective Journal |
| **Week 2**  **October 20, 2025** | Reading:  T&S – Chapter 2 *– Inclusive Leadership and Disability*  Article – *Put me first: The importance of person-first language (Tobin)*  Watch:  Stella Young – TED Talk – “I’m not your inspiration, thank you very much”  **Assignment(s) due by October 24, 2025 by 11:59 pm**   * Discussion Board Question: Share an example (from your experience or observation) where language either promoted or hindered inclusion. How can you, as a current or future leader, ensure that your language and actions reflect inclusive values |
| **Week 3**  **October 27, 2025** | Reading:  T&S – Chapter 3 – *Inclusive Leadership and Poverty*  Article – *“Miseducating Teachers about the Poor: A Critical Analysis of Ruby Payne’s Claims about Poverty (Bomer)*  Watch:  Kandice Sumner – TED Talk – “How America’s public schools keep kids in poverty”  **Assignments due by October by 11:59 pm**   * Reflection Questions  1. How does Kandice Sumner’s TED Talk illustrate the need for better teacher support in high-poverty schools? 2. What risks arise when educators are misinformed about poverty, as Bomer critiques? 3. How can inclusive leadership transform how Title II funds are used? |
| **Week 4**  **November 3, 2025**  **CLASS** | Reading:  T&S – Chapter 4 – *Inclusive Leadership and Race*  Handout – *White Privilege: Unpacking the Invisible Knapsack*  Article – *“10 Examples that Prove White Privilege Exists in Every Aspect Imaginable”* (web link: <https://www.yesmagazine.org/peace-justice/10-examples-that-prove-white-privilege-exists-in-every-aspect-imaginable-20170724>  Watch:  Dena Simmons – TED Talk – “How students of color confront impostor syndrome”  **Assignments due by November 7, 2025 by 11:59 pm**   * Case Study Scenario. * Work on the Personal Leadership Development Plan, Part I (Reflection) |
| **Week 5**  **November 10, 2025** | Reading:  T&S – Chapter 5 – *Inclusive Leadership and English Learners*  Article – *“The Hegemony of English as a Global Language: Reclaiming Local Knowledge and Culture in China” (Guo & Beckett)*  Watch:  David Miliband – TED Talk – “The refugee crisis is a test of our character”  **Assignments due by February 14 by 11:59 pm**   * **Discussion Board Question**: Drawing from T&S Chapter 5, Guo & Beckett’s article, and David Miliband’s TED Talk, how can educational leaders navigate the challenges of language, identity, and displacement to create learning environments that support multilingual students and uphold global responsibility? Consider how leadership practices, cultural awareness, and ethical decision-making intersect in both local and international contexts. |
| **Week 6**  **November 17, 2025** | Reading:  T&S – Chapter 6 – *Inclusive Leadership and LGBTQ Students*  Article – *Refusing Relevance: School Administrator Resistance to Offering Professional Development Addressing LGBTQ Issues in Schools (Payne & Smith)*  Watch:  Transgender Basics – Gender Identity Project (GIP)  Resource:  Terminology Handout (Canvas)  **Assignments due by November 21 by 11:59 pm**   * Reflection Questions  1. Leadership and Responsibility:How should school leaders respond to the needs of LGBTQ students in ways that foster respect, understanding, and safety across the school environment? 2. Professional Development Challenges: What insights from Payne & Smith’s article reveal the barriers to implementing LGBTQ-focused professional development, and how might these barriers affect school culture? 3. Understanding Gender Identity: After viewing Transgender Basics, what key concepts about gender identity stood out to you, and how can this understanding inform your leadership approach?  * Work on the Personal Leadership Development Plan, Part I (Goals) |
| **Week 7**  **November 24, 2025** | Thanksgiving Break |
| **Week 8**  **December 1, 2025**  **CLASS** | Reading:  T&S – Chapter 7 – *Inclusive Leadership and Gender*  T&S – Chapter 8 – *Inclusive Leadership and Religion*  Handout – *“A Teacher’s Guide to Religion in the Public Schools”*  Watch:  Reshma Saujani – TED Talk – “Teach girls bravery, not perfection”  **Assignments due by December 5 by 11:59 pm**   * Reflective Journal |
| **December 8, 2025** | Final exam Due:   * Personal Leadership Plan Final PPT Due |

1. **Course Requirements and Evaluation:**
2. **Course Participation**

Course participation includes attendance, attending prepared (including having completed all reading), and engaging in class discussions. Your engagement is needed for each class session which means your participation is required! When you are engaged, it adds to the overall effectiveness of the course!

**Total Points: 30 [attending and participating in each class]**

1. **Assignments:**

You will complete a series of assignments aligned with weekly course topics. These may include discussion board posts, reflection questions, or journal-style responses, as outlined in Canvas under Assignments and the weekly Modules.

Assignments should connect the weekly questions to:

• The assigned readings (with proper citations)

• Your personal context, experiences, and leadership perspective

• Your own thoughts and interpretations

The goal is to show that you understand the material and can thoughtfully apply it to real-world settings. I’m more interested in your ability to reflect, analyze, and synthesize than simply summarize.

Assignments will be evaluated based on the rubric(s) that are found in Canvas.

**Total Points: 70 [Due each Friday, unless otherwise stated by 11:59 pm; each assignment is 10 points each]**

1. **Personal Leadership Development Plan:** This culminating assignment challenges you to design and present a **Personal Leadership Development Plan** that reflects your growth as an educational leader committed to diverse populations.. Through structured reflection, goal-setting, strategic planning, and timeline development, you will demonstrate your readiness to lead in increasingly diverse school environments.

**Purpose:**  The project is designed to help you:

* Reflect on your personal experiences and values related to diversity
* Identify leadership strengths, areas for growth, and long-term vision
* Set actionable goals aligned with inclusive leadership practices
* Develop a realistic plan to achieve those goals over time

**Components:** The project is divided into four parts, each worth 25 points. These will be submitted at intervals throughout the semester, culminating in a final PowerPoint presentation.

1. **Reflection (25 pts):** Reflect on your personal experiences with diversity in educational settings. Discuss how these experiences have shaped your leadership perspective and goals.
2. **Goals (25 pts):** Write 3–5 SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) that support your development as a leader in diverse school environments.
3. **Action Steps (25 pts):** Outline specific steps you will take to achieve each goal. Include strategies such as professional development, community engagement, and leadership roles.
4. **Timeline (25 pts):** Create a timeline that includes checkpoints for revisiting your goals and action steps. Demonstrate how you will monitor progress and stay accountable.

**Final Submission Format:**

* PowerPoint presentation (minimum 8 slides)
* Include visuals, bullet points, and concise summaries of each section

**Assessment:** Your project will be evaluated using the Personal Leadership Development Plan Rubric, which assesses reflection, goal clarity, strategic planning, and timeline accountability

**Total Points: 100 points due December 8, 2025**

**Final Grade:** The instructor will use rubrics based on the above-listed requirements to evaluate all assignments. Each assignment will be explained in greater detail during class meetings. Due Dates are listed in the syllabus and Course Calendar.

| **Assignment** | **Points Possible** |
| --- | --- |
| 1. Course Participation (up to 10 points per class) | 30 |
| 1. Assignments | 70 |
| 1. Personal Leadership Development Plan | 100 |
| **TOTAL** | 200 |

**Grading:**

**A 200- 189 points**

**B 179- 160 points**

**C 159- 140 points**

**D 139- 120 points**

**F 119- 0 points**

1. **Class Policy Statements:**
2. Attendance: For EDLD 7210, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus and actively participate in each class session via ZOOM.
3. Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.
4. Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)
6. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note:*

*Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*

* *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course’s work.*

1. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality
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Additionally, the following skills, applications, and dispositions are considered important

for Accomplished Educational Leaders (National Board Core Propositions from the

National Board for Professional Teaching Standards). We expect students fulfilling the

expectations for the A/AA Certification in Instructional Leadership to utilize the course

learning opportunities to practice the following:

SKILLS

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities and profession.