

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP, AND
RESEARCH

EDFN 576 – ISSUES AND TRENDS IN EDUCATION (ON-DEMAND)

Instructor Information:

Stacy Leggett, Ed.D.

Associate Professor - Educational Administration, Leadership, and Research

Email: Stacy.Leggett@wku.edu

Phone: 270-745-2942

Zoom: wku.zoom.us/j/2707452942

Booking link: [Book time to meet with me](#)

PREREQUISITES

Admission to the School of Leadership and Professional Studies and/or approval from the professor.

CREDIT HOURS

3 Graduate Credits

CATALOG DESCRIPTION

Emphasis on current issues impacting the contemporary educational systems and their leadership.

COURSE DESCRIPTION

This course is designed to study selected problems impacting contemporary education in America. The examination of the impact of these problems on schools and their stakeholders is the primary focus of this course.

RATIONALE

Schools do not exist in a vacuum, but rather in a society that affects and influences them in many ways. There are many fundamental and controversial issues which confront and affect the nature of society and of schooling. Educators voice a perspective on these issues and the perspectives may support or reject in part or entirely the ideas or actions particular to an issue. An educator's view is grounded in his/her philosophical beliefs regarding education and schooling. This course will examine a sampling of such issues in education.

COURSE OBJECTIVES

- A. Describe various issues and trends confronting P12 education
- B. Evaluate how current issues and trends might facilitate or inhibit equitable outcomes for your school or district
- C. Articulate ethical concerns related to current issues and trends
- D. Make recommendations related to current issues and trends for your school or district
- E. Effectively communicate ideas related to current issues and trends in P12 education

TEXTBOOK

None required.

READINGS

(Provided through links in Blackboard)

- Cardona, M. A., Rodriguez, R. J., & Cardona, M. A. (May 2023). Artificial Intelligence and the Future of Teaching and Learning. U.S. Department of Education, Office of Educational Technology. <https://www2.ed.gov/documents/ai-report/ai-report.pdf>
- CASEL.org website and resource
- Frontline Research and Learning Institute. (2024). *K-12 lens: Strategies for strengthening school district operations*. Frontline Education. Retrieved from <https://www.frontlineinstitute.com/>
- Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. In *Social and Emotional Learning* (Vol. 27, No. 1, pp. 117-137). The Future of Children. Princeton University and the Brookings Institution. Retrieved from www.futureofchildren.org
- Hanover Research. (2024). *2024 trends in K-12 education*. Hanover Research. Retrieved from <https://www.hanoverresearch.com/>
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson. Retrieved from creativecommons.org.
- McClelland, M. M., Tominey, S. L., Schmitt, S. A., & Duncan, R. (2017). SEL interventions in early childhood. In *Social and Emotional Learning* (Vol. 27, No. 1, pp. 33-48). The Future of Children. Princeton University and the Brookings Institution. Retrieved from <http://www.futureofchildren.org>
- Prichard Committee for Academic Excellence. (n.d.). *Prichard Committee for Academic Excellence*. Retrieved September 24, 2024, from <https://www.prichardcommittee.org>
- Princeton-Brookings. (2017). Social and emotional learning. Princeton-Brookings, Future of Children. https://futureofchildren.princeton.edu/sites/g/files/toruqf2411/files/media/foc_spring_vol_27_no1_for_web.pdf
- Robson Foster, K., & Rotherham, A. J. (2023). *Common ground: How public K-12 schools are navigating pandemic disruptions and political trends*. Bellwether Education Partners. Retrieved from bellwether.org

This list might be updated, articles might be substituted. All readings will be provided through Blackboard.

COURSE ORGANIZATION AND EXPECTATIONS

This is an on-demand course. This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept responsibility for.

Topic	Learning Experience	Submission Requirement	Points
Module 1. Current Issues and Trends	You will read three reports related to current and issues and trends and respond to reflection questions related to these reports.	Reflection questions in Blackboard	20 points

Module 2. Administrator Role and Responsibilities.	You will develop an interview protocol related to current issues and trends impacting an administrator role, interview someone in that role, and write a reflection based on the responses.	3-page reflection paper on interview	15 points
Module 3. In the News	You will complete an annotated bibliography of 10 current <i>Education Week</i> articles on current issues and trends of your choice.	Annotated bibliography of 10 <i>Education Week</i> articles from the last 12 months	25 points
Module 4. Social-Emotional Learning	You will use CASEL resources to evaluate and compare two SEL program. You will make a recommendation for your school or district.	Program evaluation comparing two SEL programs and making a recommendation	20 points
Module 5. AI and Education	You will review three reports for uses, benefits, and concerns related to AI in education. You will use your notes to respond to case and reflection questions. You will engage in a “chat” with AI regarding your case responses and describe how you would change your case responses based on your chat.	Notes on articles; responses to AI cases and reflection; chat with AI and reflection on how you might change initial responses to AI cases	30 points
Module 6. Prichard Committee and KY	You will explore Prichard committee resources related to early childhood, meaningful diplomas, and family and community engagement. You will use what you learned to develop a hiring interview protocol for position related to the issue in your district.	Hiring interview protocols for early childhood center director, dropout prevention coordinator, and family and community engagement director addressing recommendations from Prichard Committee (or other evidence)	30 points
Module 7. Policy, Podcasts, and X	You will explore three additional policy areas related to issues and trends not explore in-depth in this course. For each, you will listen to two podcasts. For each podcast, you will write three x’s or tweets.	18 X’s or Tweets (3 per podcast)	20 points

TEACHING METHODS

Learning in this course will rely heavily on your commitment as an adult learner to read the resources provided and reflect on implications for schools and districts in Kentucky. You should also watch videos when provided and immerse yourself in required experiences. ***Responses should reflect a depth of critical thinking and interaction with the materials expected of a graduate student.***

PAPERS

Graduate students are expected to express ideas logically, both orally and in writing. Unless instructed otherwise, written materials should be word-processed in 12- point font, Times New Roman, double-spaced, 1” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc., are to be in bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved by the instructor. All materials should be proofed for

accuracy. In accordance with the policies of the School of Leadership and Professional Studies, APA style will be used for all papers and written assignments unless otherwise indicated.

ASSIGNMENTS/GRADING/EVALUATION

Papers will be graded based on the scholarliness of the language and adherence to APA formatting as well as evidence of understanding of the nuances of the issues and trends addressed. Papers should reflect that students have watched videos and read texts thoroughly.

A	145-150
B	130-144
C	115-129
D	100-114
F	<99

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

Assignment Format

Unless instructed otherwise, written materials should be typed or word-processed in 12-point consistent font, double-spaced, and 1.0" margins (left/right and top/bottom). All materials should be proofread for accuracy. Per the School of Leadership and Professional Studies, APA style (7th edition) will be used for all papers and written assignments unless otherwise indicated by the instructor. Assignments should be submitted as Word document.

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.
<https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-27th-edition.pdf>

Plagiarism Policy/Academic Dishonesty

Plagiarism is a serious offense. The academic work of a student should be their own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. Presenting a borrowed passage after changing a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without the possibility for withdrawal. Acts of academic dishonesty shall be reported to the School of Leadership and Professional Studies for possible disciplinary action that may result in permanent disqualification from the program.

AI

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as ChatGPT. However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide additional information about the assignment and how AI will be employed and cited. Again,

unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>.

Communication

The instructor will utilize the WKU e-mail as the primary means to contact students outside of class.

Technology Requirements

Students should have access to the Internet and e-mail and should check WKU e-mail and the course site daily between class sessions. For technical problems related to Blackboard, please contact the IT Helpdesk at (270) 745-7000.

Academic Integrity

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc. <https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-25th-edition.pdf>

Tools for Online Learners

A Student Resource Portal is available at the link below with detailed information and links including academic support, financial support, library research, success strategies, and tech support. <https://www.wku.edu/online/srp/>

Students with Disabilities/ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Safety and Evacuation

At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more. <https://www.wku.edu/emergency/>

Writing Center Assistance

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students. Take a [video tour of the Writing Center](#) or learn about our thesis writing workshops on our [Resources for Thesis Writers](#) page!<https://www.wku.edu/writingcenter/>

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Statement of Diversity

The School of Leadership and Professional Studies believe that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Regular and Substantive Interaction Policy

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Each module includes an introductory video by the instructor and a document including the purpose, tasks, and criteria for the module.
- Each assignment will receive feedback through a rubric and/or specific comments from the instructor. As this is an on-demand course, please contact the instructor as you submit each assignment. Every effort will be made to submit feedback within one week. As I cannot predict when assignments will be submitted, there may be times that it takes a little longer to provide feedback. Please email me if you have not received feedback within a week.
- Please email me or call me with any questions or concerns. You may also schedule a Zoom meeting to discuss assignments or feedback.

