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The Augmentation of Bilingual/Bicultural Courses in Educational Administration Core Requirements

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“Cultural competence should be a fundamental aspect of school principals’ preparation and practice” (Hernandez & Kose, 2012, p. 513). However, educational leadership programs have been remiss, and somewhat lackadaisical, in exploring and including bilingual/bicultural curricular content in their principal leadership programs (Hernandez & Kose, 2012). Presently, few or minute advances in increasing bilingual/bicultural knowledge in the curricular content of educational leadership course requirements is the norm. Moreover, “when these topics are introduced, they are often special topics courses or seminars that are not part of the core curriculum of leadership preparation” (López, 2003, p. 70).

Although meeting the needs of all students (PL 107-110, the No Child Left Behind Act of 2001) is a common outcry espoused by most legislators, educators and community action groups, some children are being left behind due to principals’ inability to recognize the needs of diverse students. Moreover, when principals were asked to list the reasons the principalship has become a less popular job, one of the answers found on a national study was “educating an increasingly diverse student population” (Owings, Kaplan & Chappell, 2011, p. 217).

The amount of Bilingual/Bicultural Course requirements currently included in Texas educational administration M.Ed., programs is not a high priority, as evidenced by the number of institutions belonging to the two largest Texas university systems [The University of Texas (UT) and Texas A&M University (A&M)], not including one or more bilingual/bicultural courses in their Educational Administration, M.Ed. core curriculum. Much needed, but abysmally absent, are unique courses such as, *Class, Gender, and Race in Schools*, a non-core course offered by a leading Texas institution which specifically addresses “the problem of the public educational system’s delivery of unequal academic results to students of different classes, genders, and races. It focuses on a comprehensive, research-based understanding of educational inequities and on methods to develop schools that give all students an equal opportunity for academic achievement” ([http://catalog.utexas.edu/graduate/fields-of-study/education/educational-administration/graduate-courses/.](http://catalog.utexas.edu/graduate/fields-of-study/education/educational-administration/graduate-courses/))

Review of Literature

Theoretical Framework

Critical Race Theory (CRT) in education as defined by Delgado & Stefancic (2012), is a “scholarly movement that applies critical race theory to issues in the field of education, including high-stakes testing, affirmative action, hierarchy in schools, tracking and school discipline, bilingual and multicultural education, and the debate over ethnic studies and Western principles”

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(p. 161). The CRT framework is an instrument which assists in educating individuals, regarding the very real and often too common marginalizing and repressive societal practices imparted on certain ethnic groups (Rocco, Bernier & Bowman, 2014). Additionally, Critical Race Theory in Education views educational practices through the lens of equity and justice for all students (Ladson-Billings, 2006).

The 5 tenets of CRT in Education, as mentioned by Savas (2014), are as follows:

- (1) Intercentricity of race and racism with other forms of subordination.
- (2) Challenge to dominant ideology.
- (3) Commitment to social justice.
- (4) Centrality of Experimental Knowledge.
- (5) A transdisciplinary perspective. (pp. 210-211)

Looking through the commitment to social justice lens of CRT, one may ascertain that the offering of culturally sensitive core curriculum in the educational administration, M.Ed. program would indicate that a higher education institution was aware of and intent on providing an equitable education for all its current and future students.

Racial Diversity

The United States of America's growing population is quickly increasing its diverse population. Throughout the next 20 years, Whites will incorporate a diminishing part of the U.S. population (Gollnick and Chinn, 2013). Presently, one-third of the United States' population identifies as African-American, Latino, Asian American, or American Indian (Gollnick and Chinn, 2013). It is estimated that ethnically and culturally diverse individuals will encompass half the United States' population within the next three decades (Gollnick and Chinn, 2013). Consequently, Davis, Gooden & Micheaux (2015) offer "that race as an educational issue may become even more pressing as the U.S. student population grows increasingly diverse" (p. 338). Due to the exponential growth to "society's diverse cultural backgrounds, it is natural that there will be cultural and ethical inconsistencies" and in terms of education, this means school administrators should instill that "students learn about the core democratic value of equality, which dictates that Americans have the basic right of equal treatment regardless of background, belief, economic status, race, religion, or sex" (Beyer, 2011, p. 7).

Students must learn that as Americans, they are entitled to equal treatment, benefits and rewards, regardless of their ethnic makeup (Beyer, 2011). Furthermore, Brookfield (2014) asserts that individuals must be ready to challenge the status quo or "grumble"; "when people really believe that they 'mustn't grumble,' then the system is safe" (p. 422). Making yourself heard, by making noise, helps to notify the organization you are not in agreement with current policies and/or practices and are seeking to bring about change (Brookfield, 2014). For children to fully integrate the mindset of equitable opportunities for all, the school leader must operate a school environment reflective of this practice.

Texas Public School Enrollment (EE-12th Grade)

Besides substantially increasing enrollments by “more than 19%, over the past decade” (http://www.tea.state.tx.us/news_release.aspx?id=25769810475), Texas public schools are steadily increasing their numbers of “ethnically and culturally diverse” students (http://www.tea.state.tx.us/news_release.aspx?id=25769810475). As presented in the Texas Education Agency (TEA) report, *Enrollment in Texas Public Schools 2012-2013*, over half of the student population is currently Hispanic, a little over a fourth of the student population is White, almost thirteen percent are African American, less than four percent are Asian and less than two percent are multiracial (see Table 1).

Table 1
Student enrollment in Texas Public School by Population Race and Ethnicity, EE-12th Grade

Race and Ethnicity of Student Population	Percentage of Student Population by Race and Ethnicity
Hispanic	51.30 %
White	30.00 %
African American	12.70 %
Asian	03.60 %
Multiracial	01.80 %

TEA, 2012-2013

A significant increase in 4 of the 5 groups was observed, while the White group exhibited a steady decline in the number of public school students. Also, interestingly, “the number of bilingual or English as a Second Language increased by 46.9 percent” (http://www.tea.state.tx.us/news_release.aspx?id=25769810475) between the decade starting on 2002-2003 through 2012-2013.

Texas Public Universities Enrollment by Ethnicity of Student Populations (4 year institutions, only)

A little less than a fourth of White, high school graduates, enrolled in a 4 year, Texas Public University in 2010-2011, while a smaller fraction of Hispanic high school graduates, or 15.20%, enrolled in a Texas Public University, as well. African American high school graduates enrolled at a rate of 21.64 %, while Asian students had the highest rate of enrollment, 39.33%. Multiracial high school graduates’ enrollment rate was that of 22.83% (see Table 2).

Table 2

Student enrollment in Texas Public Universities Enrollment by Ethnicity of Student Population (4 year institutions, only) for 2010-2011

Ethnicity of Student Population	Percentage of Students by Ethnicity
Hispanic	15.20%
White	23.69%
African American	21.64 %
Asian	39.33 %
Multiracial	22.83 %

TEA, 2013

Texas Public Universities Enrollment by Level of Degree Conferred (4 year institutions, only)

Texas Public Universities conferred a total of 22,586 Baccalaureate, 5,268 Master's and 287 Doctoral degrees to Hispanic students during the 2011-2012 school year. White students had 44,634 Baccalaureate, 15,473 Master's and 1,374 Doctoral degrees conferred, as well. African American students had 8,408 Baccalaureate, 3,000 Master's and 193 Doctoral degrees conferred, while Asian students had total of 6,221 Baccalaureate, 1,679 Master's and 74 Doctoral degrees. Students identifying themselves as other, had 2490 Baccalaureate, 1,597 Master's and 74 Doctoral degrees conferred (see Table 3).

Table 3

Texas Public Universities Enrollment by Level of Degree Conferred (4 year institutions, only) for 2011-2012

Ethnicity of Student Population	Number of Students by Level of Degree Conferred		
	*B	*M	*D
Hispanic	22,586	5,268	287
White	44,634	15,473	1,374
African American	8,408	3,000	193
Asian	6,221	1,679	150
Other	2,490	1,597	74
Total	84,339	27,017	2,078

*B: Baccalaureate, *M: Master's, *D: Doctoral;

TEA 2013

Although, more than half or 51.30% of the EE-12th grade student population identifies as Hispanic (Table 1). Only, 15.20% of Hispanic students enroll in 4 year, Texas Public University (Table 2). Consequently, 26.78% of Hispanic students earn a Baccalaureate degree, while, less than 20% or 19.50% receive a Master's degree, and 13.81% earn a doctoral degree (Table 3).

Principals

Davis, et al. (2015) pointed out that school leaders who claim to address the needs of all students, regardless of their differences, are more likely to implement a “one size fits all” leadership policy in his/her school, benefitting no one, possibly, hindering all. Principals’ best practices include shaping school culture and creating an environment in which teachers are empowered (Mullen & Jones, 2008). “If schools are going to improve, principals must focus their efforts not only on student achievement, learning, and accountability, but also on facilitating the development of teachers as social justice workers committed to citizenship, ethics, and diversity” (Mullen & Jones, 2008, p. 331). “Successful principals must be examples of integrity, respect, fairness and trust at all times. They must be aware of the “importance of people in the school community; thus, they support and develop teachers, providing professional development opportunities” (Lumpkin, 2008, p. 23).

Magno & Schiff (2010) found that school leaders should maintain a student-centered focus when dealing with diverse populations, particularly schools with a growing immigrant population. It is acknowledged that school leaders are one of the most integral parts in developing and establishing a school’s culture, which is highly inclusive of respect and tolerance for all students’ beliefs and practices (Magno & Schiff, 2010; Mullen & Jones, 2008). In addition, “school leaders are essential in helping to raise student achievement and build successful schools in which all students thrive” and perhaps the key to this involves tapping into the contributions that the immigrant population can make to the school community” (Magno & Schiff, 2010, p. 87).

The culturally responsive school leader must be a catalyst for the equitable inclusivity of all students; allowing all students to feel welcomed and cherished and aware that they all are an integral part of the success or failure of their school’s culture. (Magno & Schiff, 2010; Mullen & Jones, 2008). The culturally responsive school leader must make the effort to know what programs are required for achieving student success. “Principals and teachers must work together to shape policy, create curriculum, enhance instructional practice, and, importantly, improve education for all children” (Mullen & Jones, 2008, p. 329).

Administrators’ Bilingual Education Knowledge

The No Child Left Behind Act of 2001 (NCLB) declares that all students will be English proficient. Unfortunately, the route or process students will need to take does not encompass all students, especially those whose first language is not English. This leaves “English language learners and other diverse children” in a situation which “further legitimize(s) the dominant group’s hold over the educational process by perpetuating pedagogies that stifle minority cultures and affirm(s) the dominant culture’s values, interests, and concerns” (Garcia, 2004, p. 38). In

order to feel valuable, students must see all aspects of their culture as integral and of high value to all societies.

Although few administrators claim to be knowledgeable on how to efficiently monitor their ELL (English Language Learners) programs, it is critical that they expertly “observe classroom instruction on a regular basis to ensure that teachers are meeting the affective, linguistic, and cognitive needs of ELLs” (Seidlitz, Base, Lara, & Rodriguez , 2014, p. 17;). An ELL program cannot be appropriately evaluated when the observing administrator has little to no knowledge of what objectives are encompassed in an effective ELL curriculum (Brookfield,2014).

Additionally, limited knowledge in addressing the needs of ELL programs hinders the campus administrator when attempting to hire the most competent staff for this program (Hernandez & Kose, 2012). “When hiring in the process of employing bilingual teachers, administrators must keep in mind the following criteria:

- Ensure that there are sufficient numbers of teachers assigned to bilingual/ESL programs
- Ensure that they hold the appropriate credentials to teach ELL students
- Ensure that everyone understands their role in supporting the ELL students and the bilingual ESL programs (Seidlitz, et al., 2014, p. 67).

Purpose of the Study

All public school students are deserving of and must be offered an equitable education. Although research exists “concerning both school and classroom conditions that are helpful for students from economically disadvantaged families and those with diverse racial and ethnic backgrounds” (Wallace Foundation, 2004), little is mentioned in the literature regarding how educational administration programs are addressing the need for disseminating equitable practices information to their principalship students.

Unfortunately, diversity content related information has been infrequently included in university Educational Administration programs, which would be of great value to the aspiring school administrator when attempting to meet the needs of all the diverse student populations (Hernandez & Kose, 2012).

The purpose of the study is to inform educational administration educators of the minute number of bilingual/bicultural courses required in their current educational administration programs and the critical need for offering more numerous, in-depth, inclusive, and informative bilingual/bicultural courses. The following research questions guided this quantitative study:

1. What is the number of bilingual/bicultural courses included in universities belonging to the University of Texas or Texas A&M university systems’ current educational administration programs?
2. Do HSI (Hispanic Serving Institution) universities belonging to the University of Texas or Texas A&M university systems include one or more bilingual/bicultural courses in their current educational administration programs?

3. Do non-HSI universities belonging to the University of Texas or Texas A&M university systems include one or more bilingual/bicultural courses in their current educational administration programs?

Limitations

This study is limited to reviewing primary sources of data from extant Texas A&M University system and University of Texas system educational administration program websites. No private universities or other universities outside of the Texas A&M University system and University of Texas system were included in this study.

Methodology

The research methodology and design for this study is quantitative. According to Creswell (2009), utilizing a quantitative approach will allow for the exploration of numerical values or variables to compare entities in anticipation of forming a unique outcome. Additionally, Babbie (2010) stated that quantitative research design utilizes data “analysis, or the techniques by which researchers convert data to numerical forms and subject them to statistical analyses” (p. 422).

This study is designed to inform higher education, educational administration program educators, and to facilitate a more comprehensive understanding and of the minute number of bilingual/bicultural courses required in their current educational administration programs, as well as the critical need for offering more numerous, in-depth, inclusive and informative bilingual/bicultural courses. The primary sources of data will be retrieved from extant Texas A&M University system and University of Texas system Educational Administration program websites. An unpaired T-test will be performed by utilizing SPSS 22 software to determine if a statistical significance exists between HSI and non-HSI universities and the number of core curriculum offerings, as well as if a statistical significance exists between HSI and non-HSI universities and the number of bilingual/bicultural courses included in educational administration, M.Ed. programs.

Findings

HSI Universities

The preliminary findings of this study, as indicated in Table 4, demonstrate that 6 out of 8 or 75% of HSI universities belonging to the two largest University systems located in Texas, offer 1 bicultural core course in their educational administration, M.Ed. program. Exceptionally, one of the eight or 12.5% of the HSI universities offers 1 bicultural core course and 1 bilingual elective course in their educational administration, M.Ed. program. None of the 8 HSI universities offer a core bilingual course in their educational administration, M.Ed. programs.

Surprisingly, 2 out of 8 or 25% of HSI universities belonging to the two largest University systems located in Texas offer 0 bilingual/bicultural core courses in their educational administration M.Ed. program. I found the results for these 2 HSI universities alarming. How

could we possibly offer an educational administration, M.Ed. program in a HSI and not include one Bilingual or Bicultural course in the core curriculum?

Table 4

Bilingual/Bicultural Course Inclusion and the number of Courses offered in Educational Administration, HSI, M.Ed. Programs

HSI University	Bilingual/Bicultural Course Included in Educational Administration, M.Ed., Core Curriculum	Number of Bilingual/Bicultural Courses Offered
Texas A&M-1	No	0
Texas A&M-2	Yes	1
Texas A&M-3	Yes	1
The University of Texas-1	No	0
The University of Texas-2	Yes	2
The University of Texas-3	Yes	1
The University of Texas-4	Yes	1
The University of Texas-5	Yes	1

Non-HSI Universities

Five out of 11, or 45%, of the non-HSI universities belonging to the two largest University systems located in Texas offer 1 bicultural core course in their educational administration M.Ed. program (see Table 5). None of the 11 non-HSI universities offer a core bilingual course in their educational administration, M.Ed. programs. Consequently, 6 out of 11 or 55%, more than half of the 11 non-HSIs universities belonging to the two largest University systems located in Texas offer 0 bilingual/bicultural core course in their educational administration M.Ed. program. More than double the amount of non-HSIs contain zero bilingual/bicultural core courses in their Educational Administration M.Ed. program curriculum.

Table 5
Bilingual/Bicultural Course Inclusion and the number of Courses offered in Educational Administration, Non-HSI, M.Ed. Programs

Non-HSI University	Bilingual/Bicultural Course Included in Educational Administration, M.Ed., Core Curriculum	Number of Bilingual/Bicultural Courses Offered
Texas A&M-4	No	0
Texas A&M-5	No	0
Texas A&M-6	No	1
Texas A&M-7	Yes	1
Texas A&M-8	No	1
Texas A&M-9	No	0
Texas A&M-10	Yes	1
Texas A&M-11	Yes	1
The University of Texas-6	Yes	1
The University of Texas-7	Yes	1
The University of Texas-8	No	0

HSIs and Non-HSIs

Taking into account both tables 2&3, Hispanic Serving Institutions (HSIs) and Non-Hispanic Serving Institutions (Non-HSIs) have much work to do before they are able to view the playing field, much less level it. The inclusion of Bilingual/Bicultural courses in their Educational Administration, M.Ed. core curriculum is abysmally low for non-HSIs. Although HSIs, overall, are demonstrating more inclusivity in their courses, they too have leaps and bounds to take when pursuing equitable curricular instruction. Overall, 75.0% of the HSIs offer a mandatory bilingual/bicultural core course while only 45% of the non-HSIs offer a Bilingual/Bicultural core course (see Table 6).

Table 6
The Percentage of Bilingual/Bicultural Core Curriculum Courses in Educational Administration, M.Ed., Programs offered by UT and A&M System HSIs and Non-HSIs

Institutions	Percentage Offering Mandatory Bilingual/Bicultural Core Course
UT and A&M HSIs	75.00 %
UT and A&M Non-HSIs	45.00 %

An unpaired T-test was performed to determine the statistical significance between HSI and non-HSI universities and the number of core curriculum offerings. A value of 0.3075, which has no statistical significance between the number of HSI and non-HSI universities and the number of bilingual/bicultural core curriculum courses they offer in the educational administration, M.Ed. program was established. A value of 0.3758, which indicates that there is no statistical significance between the number of HSI and non-HSI universities and the number of bilingual/bicultural courses that are offered in the educational administration, M.Ed. program was reported, too.

Conclusion

It is clear that America's public schools are becoming more diverse (López, 2003; Ladson-Billings, 2006; Hernandez & Kose, 2012). According to López (2003):

Clearly, what we teach in administrator preparation programs is insufficient—especially in this rapidly changing demographic and linguistically diverse society. School leaders must be prepared to work with individuals who are culturally different and help create learning environments that foster respect, tolerance, and intercultural understanding. They must also have an awareness of the effect of racism and how it intersects with other areas of difference such as gender, sexual orientation, disability, and class oppression (p. 71).

Keeping this in mind, the two largest Texas University Systems (UT and A&M) must proactively include and increase the number of bilingual/bicultural related core courses in their educational administration programs. Our future administrators must be equipped with the necessary tools crucial to leading a successful school community. Regardless of the recommendation or school of thought, researchers tend to agree; education reform is necessary in order to meet the needs of all students. Administrators must be prepared to cultivate the wealth of culture and personal history that students have to offer (Brookfield, 2014). When students feel valued and welcome, they will strive to achieve.

Recommendations for Practice

It is recommended that universities closely examine their current educational administration programs and ascertain that core courses include bilingual/bicultural courses. We can no longer exclude bilingual/bicultural courses from inclusion in the core curriculum. Our school leaders must be afforded information which will assist them in operating culturally sensitive school environments. We can no longer take for granted that future administrators will eventually learn how to confront or resolve culturally related student issues, without prior training in this area. Time is of the essence, and we must not waste a second of it.

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