



Joint Doctoral Program
Doctor of Education –
Educational Leadership

EDLD 770A Section 1
Leadership Research
4 Quarter Units
CSUSM KEL 5102
770A CRN #22479
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COURSE OVERVIEW

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

Student Learning Outcomes

- Embrace Cultural Proficiency as leader's personal work that builds upon individual assets.
- Initiate cultural autobiographies as a means of asset development and continued professional growth.
- Assess and evaluate personal core values/principles and ethical leadership practices which form a foundation for leader actions.
- Apply and evaluate ethical leader behaviors and practices that mobilize individuals, constituents and the broader community in commitment to action directed toward attainment of a shared vision.

Program Student Learning Outcomes

By the end of the program, students will be able to:

PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PSLO 2: Use evidence-based decision-making.

PSLO 3: Generate and use applied research.

PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

CSUSM - School of Education Mission & Vision Statement

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Teaching/ Learning Philosophy:

Effective learning uses all modalities. As such, we will use a variety of approaches including reading, reflection, discussion, and dialogue as on-line and in class interactions. Each community member must be committed to active participation and to contributing to the engagement of all class members.

GENERAL CONSIDERATIONS

Joint Doctoral Program attendance policy

Students **must** participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation) the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

CSUSM Accommodation Services

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. Students are expected their CSUSM email accounts and/or moodle sites weekly or as necessary for assignments and announcements. If you need to contact the instructors, e-mail is often the easiest way to do so. Our intention is to respond to all received e-mails in a timely manner. Please be reminded that e-mail, on-line, and video discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

GRADING STANDARDS

Grading Scale:

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> • Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills and disposition. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.

- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE TEXTS AND READINGS

Text and articles as assigned

Text: Lindsey, Randall B. & Terrell, Raymond D. (2009). *Culturally Proficient Leadership: The Personal journey begins within*. Thousand Oaks, CA: Corwin Press.

COURSE REQUIREMENTS

An overview of assignments is provided here. Detailed instructions are provided during class time and online.

- Read:** *Culturally Proficient Leadership* and related articles and participate in text-based discussions and dialogues during class and on-line sessions. 1/3 of final grade.
- Conduct interviews:** Follow directions of instructors to conduct interviews described in the text. 1/3 of final grade.
- Write your Cultural Autobiography and Leadership Plan:** Follow directions of instructors to write a 2-3 page cultural autobiography (double-spaced) that describes your cultural awareness of the inside-out approach of Cultural Proficiency. Complete your Leadership Plan using Table 7.3, pp. 110-111. 1/3 of final grade.

CLASS MEETING SCHEDULE

Session	Date	TENTATIVE Activities and assignments
Session 1	11/15/14 Sat.1- 4 pm	Orientation: Introductions Overview of the course Explanation of sessions and assignments What is Cultural Proficiency? Why now? (Lindsey and Lindsey)
Sessions 2 and 3	1/31/15 Saturday, 9 am- 4 pm	Tools of Cultural Proficiency. Setting up interviews Text-based discussions On-line discussions regarding interview "lessons learned". (Lindsey and Lindsey)
Sessions 4 and 5	3/28/15 Saturday, 9 am to 4 pm	Leadership as an Informed Personal Perspective & the Autobiography Lessons learned and applications to leadership roles: Presentations (Lindsey and Lindsey)

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