

**Joint Doctorate in Educational Leadership
California State University San Marcos
University of California, San Diego**

**EDLD 770 A&B EDS 291 A&B Leadership Research
4 Quarter Units**

**Winter 2014, Spring 2014
Syllabus**

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Mission of the School of Education at CSUSM

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Community Principles

As we strive to learn as a group, we will use the following foundational principles by which we relate to each other as a community, individual, co-worker, fellow student and instructor.

Each of us speaks from our own experiences.
Each of us is open to listening to hearing others.
Each of us creates a space where all voices are heard.
Each of us commits to having our thinking challenged.
Each of us respects everyone's confidentiality.
Each of us may share our lessons, but not necessarily who or where it was said.
Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

Students with Disabilities Requiring Reasonable Accommodations:

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during office hours in order to ensure confidentiality.

Catalog Course Description:

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.

Course Objectives:

- To use conceptual frameworks for applied practice as culturally proficient leaders;
- To support your own research by providing different lenses through which to view your data, context, rationale, and recommendations.
- To apply technology and social media to enhance your research and observation skills as culturally proficient leaders.

Student Learning Outcomes:

- To embrace Cultural Proficiency as leader's personal work that builds upon our assets.
- To initiate cultural autobiographies as a means of asset development and continued professional growth.
- To assess and evaluate personal core values/principles and ethical leadership practices which form a foundation for your actions.
- To 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.
- To learn how to leverage technology as a tool to enhance and support research, pedagogy, networking, and leadership skills.

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.

Attendance Policy of the School of Education:

Due to the dynamic and interactive nature of this course, you are expected to attend all classes and participate actively. At a minimum, you must attend more than 80% of class time, or may not receive a passing grade for the course at the discretion of the instructor. Should you have extenuating circumstances, contact the instructor as soon as possible to make appropriate arrangements.

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 presentation 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

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.

Summative Assessment Rubric

A=Exceeds Expectations: The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations, rationale and personal implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner. Community Principles are evident in practice in consistent manner.

B=Adequately Meets Expectations: The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations, rationale and personal implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner. Community Principles are usually evident in practice, with some inconsistencies.

C=Minimal Performance: The graduate student’s skills are weak and do not meet expectations.

Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow and rationale is insufficient. Assignments are submitted without APA style, thorough proofreading and organization. The participant needs a great deal of guidance, is consistently late with work and has classroom attendance problems.

Required Reading: 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.

Assignments:

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

- A. **Read:** *Culturally Proficient Leadership* and related articles and participate in text-based discussions and dialogues during class and on-line sessions.
- B. **Conduct interviews:** Follow directions of instructors to conduct interviews described in the text.
- C. **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.
- D. **Create a PLLN (Personal Learning and Leadership Network):** Following directions from instructors, use technology tools and social networks to create a PLLN. The cultivation of the PLLN will occur continuously throughout the length of the course and the process will be recorded on a personal website.

Session	Date	TENTATIVE Activities and assignments
Session 1	11/2/13 Sat.1:30- 4 pm	Orientation: Introductions Overview of the course Explanation of sessions and assignments What is Cultural Proficiency? Why now? Use of technology and Learning and Leadership Plan (Heil and R. Lindsey)
Sessions 2 and 3	Jan.11, Saturday, 9 am- 4 pm	Continued development of personal learning and leadership tech sites. (Heil and D. Lindsey)
Sessions 4 and 5	Jan. 25 Saturday, 9 am to 4 pm	Leadership as an Informed Personal Perspective & the Autobiography Chapters 1, 2, and 3. Setting up interviews. (Lindsey and Lindsey)
Sessions 6, 7, and 8	April 18 Friday 6- 9 pm; April 19 Saturday 9 am-4 pm	Knowing ourselves and Leading from an Ethical Framework Chapters 4-8. Lessons from interviews and autobiographies (Lindsey and Lindsey)

Final Sessions 9 and 10	May 3, Sat. 9 am- 1 pm	Applying Culturally Proficient Leadership: Oral presentations of Cultural Autobiographies and Leadership Plans; Dialogues about research applications to leadership roles (Lindsey and Lindsey)
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