Course Number	EDLD 770 B (CSUSM) / EDS 291 B (UCSD) CSUSM CRN# 21973
Course Title	Leadership Practicum
Course Location	Pepper Canyon Hall, Room 340
Semester / Year	Spring 2017
Professor	Dr. Valita Jones
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Office Hours	By Appointment

COURSE DESCRIPTION

Leadership Research Practicum

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 OVERVIEW

This course explores the diverse understanding, meaning, and application of culture awareness as it relates to leadership observations and practice, within community member's educational settings. Emphasis will be placed on examining leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design courses.

Student Learning Outcomes

- Embrace Cultural Competency as an asset.
- Apply research and theory to promote success leadership application.
- Create learning organizations that foster purposeful and intentional practices, such as how to lead effectively and from a community of practice perspective.
- Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.
- Work effectively coaching and mentoring individual staff, faculty and students.
- Demonstrate an understanding of multicultural and cross-cultural issues and competencies in education and act in ways that promote inclusive practice.
- Integrate an understanding of the context of education, including the history and organization of the student centered practices within a community of practice while achieving goals and objectives.
- Manage and develop resources, staff, information technologies, and strategic plans.
- Solve problems that require effective communication, thoughtful decision making, coping with ambiguity, and managing conflict.
- Use evidence –based decision making.

- Assess genuine professional issues by interpreting and applying a problem solving perspective and by developing effective evaluations/assessments of programs and services.
- Develop a professional identity based on ethical principles, career goals, and careful reflection

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

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

CSUSM, 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

DEVELOPING CULTURAL LITERACY AND COMPETENCY

Is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. It is a complex integration of cultural knowledge, cultural awareness or sensitivity, attitudes, cultural skills, and cultural encounters (Cross, Baron, Dennis * Isaacs, 1989: Isaacs & Benjamin, 1991).

Throughout the course we will be seeking to answer the following questions:

1. How do educational leaders make sense of their own culture and its importance in leading?
2. How does the context of a leader's culture influence their specific leadership practices?
3. How can cultural literacy and competency be demonstrated on a daily basis?
4. What implications does a cultural context have on developing communities of practice in a pluralist environment?

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

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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.

COURSE TEXTS AND READINGS

Class Text:

1. *The Four Agreements* – Don Miguel Ruiz
2. *Falling Out of Grace: Meditations on Loss, Healing and Wisdom* - Sobonfu E. Somé

Articles:

1. *Racial and Ethnic Stratification in Educational Achievement and Attainment* - Grace Kao and Jennifer S. Thompson
2. *Race and Cultural Flexibility among Students in Different Multiracial Schools* - Prudence L. Carter
3. *Building Effective Places for Multicultural Learning* – Jeanne Higbee & Heidi Lasley Barajas
4. *The Artful Science of Strategic Diversity Leadership* – Damon A. Williams
5. *Beyond the Diversity Crisis Model: Decentralized Diversity Planning and Implementation* – Damon A. Williams
6. *Design Principles for Equity and Excellence at Hispanic Institutions* – Lindsey E. Malcom-Piquex & Estela Mara Bensimon
7. *From Whiteness to Colorblindness in Public Policies: Racial Formation and Urban Development* - Leland Saito
8. *Racism, the Immigration Enforcement Regime, and the Implications for Racial Inequality in the Lives of Undocumented Young Adults* - Elizabeth Aranda and Elizabeth Vaquera

GRADING STANDARDS

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
• 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	• 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	• 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

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 member

Attendance (10 points)
⎯⎯⎯⎯⎯Attend all in class and online sessions.

Out of Class Experience (25 points)
⎯⎯⎯⎯⎯Participate in a diverse learning experience and share it with the class.

Self-Assessment: Critical Skills for Inclusion Practitioners (10 points)
⎯⎯⎯⎯⎯Complete and be prepared to discuss results of the inventory in class.

Panning Exercise (30 points)
⎯⎯⎯⎯⎯Write a reflective statement about your experience.

Cultural Café Reading Club (25 points)
⎯⎯⎯⎯⎯Participate in online discourse about the assigned readings.

*100 points possible

Points Earn:	Grade:
90-100	A
80-89	B
70-79	C
69 or below	D

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

COURSE REQUIREMENTS

1) **Out of Class Experience** - As part of this class, you will participate in one outside class experience. Ideally, the experience will allow you to interact with a diverse environment that is different than your own. The experience can occur on a school/ college campus or in the local community. Acceptable experiences might include workshops, organizational meetings or events and religious services. Upon completion of your chosen outside experience, please create a PowerPoint presentation to share during the last day of class, **June3, 2017**. Please address the following in your PowerPoint presentation and provide examples to support your thoughts, reflections and understandings:

   - Describe the out-of-class experience and how/why you chose this experience?
   - What did you observe?
   - What did you learn?
   - What questions do you have after participating in this activity? Any other relevant information?
   - Other pertinent issues you want to discuss.

2) **Cultural Café Reading Club** – This will be an online reading and reflection discourse on the assigned articles. The goal is to discuss each of the readings and share lessons insight and lessons learned as it relates to issues of personal growth and development, understanding the concept of inequity,

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diversity and the importance of inclusion. Pay particular attention to themes and patterns that might emerge across readings. Think about how you could incorporate suggested concepts and ideas into your leadership practice.

3) **Panning Exercise** – Just as a movie camera "pans" the environment to see the whole picture, we need to continuously PAN all around us and inside of us as we increase our ability to notice the patterns of treatment and experiences of members of both privileged and marginalized groups. Practice panning at a group gathering or organizational meetings. Intentionally observe and notice behaviors, comments, feelings, patterns of treatment. Wonder: Is this an isolated incident or a possible pattern of experience? As you are panning please keep some things in mind:

- (**P**-Pay **A**- Attention **N**-Now) Note what you see authentically.
- PAN the specific details and facts of what you see, feel, and hear.
- Notice the group memberships of people involved as you PAN, and describe the group memberships if this information is useful to the discussion.
- Recognize how experiences are shaped by cultural membership in groups defined by race, gender, socioeconomic status, culture, ethnicity, ability.
- Acknowledge that what you are witnessing is a phenomena. Try not to assign judgment. Remain an observer.
- Understand that people experience the world based on their cultural perspectives, beliefs and worldviews.
- Recognize how the historical moment and the social context shape the experiences of all people.
- Understand why and how people make decisions and take action, so that you can interpret a correct meaning.
- Describe what you PAN without any assumptions, interpretations, conclusions, or prejudgments
-

Write a type written 1 – 3 pages reflection about your experience using the following prompts:

What differences are present in the group? Which group memberships? And how many from various groups? Who is talking? Who initiates the topics? Whose ideas get discussed in-depth? Whose ideas don't get much discussion and/or are discounted? Who is quiet? Doesn't speak as often as others? Who interrupts others? Who gets interrupted? How much air time do people take? Who do people look at when they are talking? Who has eye contact with whom while others are talking? Who engages in side conversations? How do decisions get made?

Who brings up issues of inclusion and diversity? How do people respond when different issues of inclusion are raised? As you notice interpersonal dynamics that are not inclusive, wonder: Is this an isolated incident or a possible pattern of experience? What issues of inclusion are not being discussed?

*Special Note: The instructor of this course reserves the right to change, alter, and/or adjust the contents of this syllabus – assignments made – and/or course schedule in any way, shape, or form he deems appropriate during the quarter.

CLASS MEETING SCHEDULE

Date	Topic	Preparations Required
April 7, 2017	**Cultural Café Reading Club** - Online	* Racial and Ethnic Stratification in Educational Achievement and Attainment - Grace Kao and Jennifer S. Thompson *Race and Cultural Flexibility among Students in Different Multiracial Schools - Prudence L. Carter *Building Effective Places for Multicultural Learning – Jeanne Higbee

April 8, 2017	***Video: LaDonna Harris: Indian 101**
	
	Lecture:
	   1) Cultural Structure of Thought, Diversity & the Process of Inclusion
	
	   2) Institutional Cultural Change: Preparing "Communities of Practice"
		*The Artful Science of Strategic Diversity Leadership – Damon A. Williams
		
		* Beyond the Diversity Crisis Model: Decentralized Diversity Planning and Implementation – Damon A. Williams
		
		*Design Principles for Equity and Excellence at Hispanic Institutions – Lindsey E. Malcom-Piquex & Estela

June 2, 2017	**Cultural Café Reading Club** – Online ***Due:** Panning Exercise	* From Whiteness to Colorblindness in Public Policies: Racial Formation and Urban Development - Leland Saito * Racism, the Immigration Enforcement Regime, and the Implications for Racial Inequality in the Lives of Undocumented Young Adults - Elizabeth Aranda and Elizabeth Vaquera *Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation -
June 3, 2017	Lecture: 1) Personal Reflections & Culturally Responsible Leadership – Equity, Diversity & Inclusion ***Due:** Self-Assessment: Critical Skills for Inclusion Practitioners ***Due:** Out of Class Presentations	*The Four Agreements – Don Miguel Ruiz *Falling Out of Grace: Meditations on Loss, Healing and Wisdom - Sobonfu E. Somé

RECOMMENDED READINGS

Dimmock, C., & Walker, A. (2005). Educational leadership: Culture and diversity. Thousand Oaks, CA: Sage.

Evans, A., & Chun, E. B. (2007). Are the walls really down? Behavioral and organizational barriers to faculty and staff diversity. San Francisco: Wiley.

Morey, A. I., & Kitano, M. K. (1997). Multicultural course transformation in higher education: A broader truth. Needham Heights, MA: Allyn and Bacon.

Thernstrom, A., & Thernstrom, S. (2003). No Excuses: Closing the Racial Gap in Learning. New York: Simon & Schuster.

Anderson, J. A. (2008). Driving change through diversity and globalization: Transformative leadership in the academy. Sterling, VA: Stylus Publishing.

Brown, J., & Isaac, D. (2001). The world café: Living knowledge through conversations that matter. The Systems Thinker, 12(5), 1-12.

Fullan, M. (2001). Leading in a culture of change. San Francisco, CA: Jossey-Bass

Gianan, N. A. (2010). Valuing the emergence of Ubantu philosophy. Cultura.International Journal of Philosophy of Culture and Axiology, 7(1), 86-96.

Gladwell, M. (2005). Blink: The power of thinking of without thinking. Boston, MA: Little, Brown Company.

Goleman, D. (1995). Emotional intelligence: why it can matter more than IQ. New York, NY: Bantam Book.

Lencioni, P. (2002). The five dysfunctions of a team: a leadership fable. San Francisco, CA: Jossey-Bass.

Pink, D. H. (2005). A whole new mind: Why right brainers will rule the future. New York, NY: Penguin Group. Martin, J., & Samels, J. E. (2009). Turn around: Leading stressed colleges and universities to excellence.

Baltimore, MA: John Hopkins Press.

Miller, E. M., Schlitz, M. M., & Vieten, C. (2010). Worldview transformation and the development of social consciousness. Journal of Consciousness Studies, 17(7-8), 18-36.

Lipton, B. H. (2005). The biology of belief: Unleashing the power of consciousness, matter and miracles. Carlsbad, CA: Hay House, Inc.

Wheatley, M. J. (2007). A simpler way. San Francisco, CA: Berrett-Koehler.

Wheatley, M. J., (2009). Turning to one another: Simple conversations to restore hope to the future. San Francisco, CA: Berrett-Koehler.

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