

Course Number	EDLD 770 A (CSUSM) / EDS 291 A (UCSD) CSUSM CRN# 21972
Course Title	Leadership Practicum
Course Location	CSU San Marcos, Room FCB 101 Pepper Canyon Hall, Room 340
Semester / Year	Winter 2017
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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

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

- More than Prejudice: Restatement, Reflections, and New Directions in Critical Race Theory - Eduardo Bonilla-Silva
- White Privilege: Unpacking the Invisible Knapsack-Peggy McIntosh
- Toward A Critical Cultural Pluralism: Progressive Alternative To Mainstream Civil Rights Ideology- Gary Peller
- The Act of Claiming Higher Education as Indigenous Space: American Indian/Alaska Native Examples- Sweeney
- Windchief (Assiniboine) & Darold H. Joseph (Hopi)

GRADING STANDARDS

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 	<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 	<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

<ul style="list-style-type: none"> • Hard to read • Little sentence/vocabulary variety 	<ul style="list-style-type: none"> • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<p>organization of thoughts</p> <ul style="list-style-type: none"> • 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
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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 (20 points)

___ Attend all in class and online contact

Online Assignment (15 points)

___ Watch Video

___ Reflect on this question: In what way(s), if at all, has this video caused you to rethink (i.e. Question/change/expand/narrow down, etc.) Your understanding of the notion of culture and meaning of the word race?

Diversity Statement (25 points)

___ Write a reflective statement about your platform on equity, diversity and inclusion as a leader.

Cultural Narrative (40 points)

___ Write reflective narrative about your identity.

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) **Cultural Narrative** - This assignment involves a typed-written narrative of your personal cultural history. The paper is a reflection on the cultural traditions, practices, rituals, values, beliefs, norms, etc. that have been a part of you from childhood to the present day. You are to investigate from the literature, your family members, historical documents, etc. of your cultural heritage. If you are a member of more than one distinct ethnicity or culture, you may choose to focus on one or two components of your cultural identity, or include them all. In your paper you are to explore your worldview, how that worldview has been shaped, and how your worldview influences your work as an administrator or a faculty/staff member. Please see the instructor if you have questions or need assistance. The paper is to be between 8-10 double-spaced pages in length, not including the title page and reference page(s) if applicable. Your paper should adhere to the APA (5th ed.) standards.

Below is a guide to help you structure your paper. You are not limited to these questions, but must include the basic components:

- Address any ethnic or cultural customs that you're immediate or extended family practices. For example, what food, celebrations, rituals, traditions, social behaviors, manners, beliefs are practiced in your family? What customs do you praise the most? Where did your ancestors migrate (emigrate) from (within) the United States? From outside the United States? What language(s) are predominantly spoken in your family? Do some family members speak more languages than other members? Why or why not?
- Discuss what and how you have learned about your personal cultural identity, the concept of self, sex role, education, career, marriage and family, religion, and how to interact with others while growing up.
- Discuss how issues of (dis)ability, gender, race, and sexual orientation were discussed/addressed in the environment in which you grew up. What stereotypes, jokes, statements, were made of other groups (from your earliest recollection)? Do these sentiments persist today? Where do these notions come from? How did you first discover the notion that prejudice, racism, sexism, existed?
- Discuss how your cultural learning influence your past and current perceptions of disability, gender role, race/ethnicity, and sexual orientation; how these perceptions influence your current

practice as an administrator, a faculty or staff member? What you have learned about yourself from completing this assignment, and what is the most meaningful issue for you in completing this assignment.

- Other pertinent issues you want to discuss.

2) **Diversity Statement** – Diversity statements are a relatively new cultural tool for educational leaders.

They offer insight into a leader's commitment to diversity, equity and inclusion within an organization. This assignment involves a typed-written statement outlining your position as it relates to leading in a culturally relevant way. The statement should be an authentic reflection and offer insight into your values, principles and interest, as it relates to creating diverse "Communities of Practice." The statement should focused on driving change and transformation in an effort to meet the demand of a growing pluralistic society. Please see the instructor if you have questions or need assistance. The statement is to be between 2-4 double-spaced pages in length and should:

- Tell your story.
- Discuss your understanding of equity, diversity and inclusion.
- It helps to write about specific things you have done to help create inclusive environments.
- You can highlight any programs you've participated in and/or developed as a demonstration.
- Your statement should speak to your commitment towards working to achieving equity and enhancing diversity and inclusion.

***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
November 5, 2016	Orientation Introductions/Overview of Course Identity Pie Exercise Developing Cultural Competency	*More than Prejudice: Restatement, Reflections, and New Directions in Critical Race Theory - Eduardo Bonilla-Silva
January 6, 2017	Online Conversation Video: The Illusion of Skin Color Due: Cultural Narrative	*White Privilege: Unpacking the Invisible Knapsack-Peggy McIntosh *Toward A Critical Cultural Pluralism: Progressive Alternative To Mainstream Civil Rights Ideology- Gary Peller
January 7, 2017	Video: I AM Importance of Identity Development in Leaders Critical Race Theory & Diversity as an Institutional Practice Intercultural Communication Due: Diversity Statement	*The Act of Claiming Higher Education as Indigenous Space: American Indian/Alaska Native Examples-Sweeney Windchief (Assiniboine) & Darold H. Joseph (Hopi)

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 Ubuntu 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.