Course & Section Nos.	EDLD 770A and B (4 quarter units)
Course Title	Leadership Research Practicum (Cultural Intelligence)
Class Roster No.	*Winter	Spring 2018	EDLD 770AB*
Course Day(s), Time, and Course Location	• Orientation, CSUSM, Saturday, 11/4, 12:30 - 3:00pm • Online Cougar Courses, asynchronous • CSUSM, Saturdays, 10am - 4pm • Kellogg Library 5102 on 2/17 and 3/17. University Hall 237 on 3/3.
Semester / Year	Winter	Spring 2018
Instructor	Dr. Carol Van Vooren	Dr. Brooke Soles
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Office	CSUSM Offices - UNIV 401	UNIV 468B
Office Hours	By appointment

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 outcom

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 (SLOs)

- Embrace Cultural Proficiency as leaders' 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 that 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 (PSLOs)

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.

COURSE NORMS

- Go deep and look for root causes
- Stay engaged
- Assume best intentions
- Speak your truth
- Respect colleagues by sharing online/in person space
- Respect diverse ideas
- Maintain confidentiality

Required Text

Lindsey, R. B. (2017). *The Cultural Proficiency Manifesto: Finding Clarity Amidst the Noise*. Corwin Press.

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.

General Evaluation/Feedback Rubric

This rubric represents general guidelines that 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 dispositions. 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.

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 primarily personal viewpoints and limited supporting evidence from prior research • 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 that are somewhat documented and supported with logical arguments • 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 and research • 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

Implications for grade in course

A   Excellent work, expected performance.
A - Good work, improved performance encouraged.
B+ Acceptable work, improved performance expected.
B   Minimally acceptable work, greatly improved performance expected.
B - Marginal work, very poor performance (letter from the Department Chair or Director of Graduate Studies with copy placed in student's file).
C + (or lower) Unacceptable performance at the graduate level (may be subject to dismissal).

Students who receive grades indicating that improvement in future courses is expected and who need guidance in how to improve are encouraged to confer with the Directors of the JDP, the course instructor and their assigned faculty mentor and/or advisor.

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date. We recognize that you may be serving in many critical research and leadership capacities in the field of education that on occasion interfere and compete with your graduate studies. It is your responsibility to let your faculty know and to do your best to meet the program requirements since many classes involve collaborative work and learning.

In general, we believe that a doctoral student …
- Completes all assignments on time and demonstrates the ability to summarize, analyze, and 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 and out of class with a focus on learning and exploration, pushing himself/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes himself/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.

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.

Final Exam Statement

There will be no final exam.

All University Writing Requirement

The All-University Writing Requirement of 1700 words for a 2-unit course, is satisfied through assignments.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line 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 in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

All assignment submissions will be posted and/or uploaded to Cougar Courses *Spring 2018 EDLD 770A*. Readings/Articles are provided for you to access via Cougar Courses as PDF uploads.

Discussion Posts (30 points; 10 points each)

Each week before our F2F class by Fridays at 11:59pm, post a response to the prompt provided in Cougar Courses (approximately 500 words); then, post a substantive response to at least two colleague's

posts (approximately 250 words for each response).

Class Follow Up Posts (30 points total; 10 points each)

Following our F2F class, you will have one week, by Sundays 11:59pm, to post a response to the prompt provided in Cougar Courses (approximately 500 words); then, post a substantive response to at least two colleague's posts (approximately 250 words for each response)

Integrated Response and Reflection Papers (2 papers; 20 points total; 10 points each paper)

There are two Integrated Response and Reflection (IRR) assignments. Both require you to write your reaction to all readings assigned for a designated block of course time, which, in addition to readings, may include online discussion *forums*; readings you have completed on your own; in-class, f2f presentations and discussions; videos; and, articles. Include the discussion posts from our November 4 orientation as a catalyst for this first paper. There is not a difference in terms of structure. The difference is that the students will cover items discussed/read/viewed up to 2/17 in IRR #1 and items discussed/read/viewed 2/17-3/16 in IRR #2.

Each IRR should demonstrate your thinking about what you have learned and it should not be a mere summary. Look for common themes among the different sources of learning. This is an opportunity for you to present your perspective on the themes (*Name it*) and share your experiences and struggles with the ideas (*Respond to It and Reflect on It*). At the end of each review, identify one <u>action</u> that could be developed based on your understanding of the issue (*Act on it*). Each response must be no more than three pages long. Be mindful that simplicity and thoughtfulness may also reveal depth of thought.

IRR paper sections/sign posts: Introduction, Name It, Respond to It and Reflect on It, Act on It, Conclusion

Cultural Intelligence | Connection to Individual Research Areas (20 points total)

This is an opportunity to write a mini-literature review for your cultural intelligence research area. This paper shall be five pages, single-spaced, APA formatted, including readings, videos, discussions, posts from this course and individual contexts. The purpose of this paper is to provide an introduction or cultural intelligence narrative you may incorporate into your dissertation.

SCHEDULE AND COURSE OUTLINE

November 4 JDP Orientation

Theme: CULTURAL PROFICIENCY 101
SLO: *Embrace Cultural Proficiency as leaders' personal work that builds upon individual assets.*

12:30 - 1:00: Introduction - What's in a name?

1:00 - 1:30: Overview - Syllabus, Course Expectations and Delivery

1:30 - 2:00: Definitions - What is Cultural Proficiency?

2:00 - 2:30: Self-examination to better understand individual assets.

2:30 - 3:00: Summary - Integrated Response and Reflection

Week Before February 17 Class

Theme: POWER, UNPACKING BIASES, and LANGUAGE

SLO: *Initiate cultural autobiographies as a means of asset development and continued professional growth.*

Read:
- McIntosh, P. (1998). *White privilege: unpacking the invisible backpack*, Working Paper #189, Wellesley College Center for Research on Women, Wellesley, MA 02181.
- Lindsey, Chapters 1-4

View:
- https://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power - Far too many Americans are illiterate in power - what it is, how it operates and why some people have it. As a result, those few who do understand power wield disproportionate influence over everyone else. "We need to make civics sexy again," says civics educator Eric Liu. "As sexy as it was during the American Revolution or the Civil Rights Movement."
- https://www.youtube.com/watch?v=FU4CDFFy77g - The goal of this talk is to begin the process of dismantling our implicit societal biases in order to move toward greater acceptance and celebration of our differences and work toward more cohesive, understanding communities.
- Project Implicit: https://implicit.harvard.edu/implicit/selectatest.html

Do:
- Participation Discussion Post #1 (due Friday, February 16, 11:59pm)
- Integrated Response and Reflection #1 (due Friday, February 16, 11:59pm)
- Follow up to February 17 class activity (due Sunday, February 25, 11:59pm)

Week Before March 3 Class

Theme: RACE and CULTURE

SLO: *Assess and evaluate personal core values/principles and ethical leadership practices that form a foundation for leader actions.*

Read:
- Leonardo, Z. (2004). The color of supremacy: Beyond the discourse of "White privilege." *Educational Philosophy and Theory, 36(2)*, 137-152.

View:
- https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave - The subject of race can be very touchy. As finance executive Mellody Hobson says, it's a "conversational third rail." But, she says, that's exactly why we need to start talking about it. In this engaging, persuasive talk, Hobson makes the case that speaking openly about race - and particularly about diversity in hiring -- makes for better businesses and a better society.
- https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story - Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

Do:
- Discussion Post #2 (due Friday, March 2, 11:59pm)
- First 2 ½ pages of Connection to Individual Research Area Paper (due Friday, March 2, 11:59pm)
- Follow Up to March 3 class activity (due Sunday, March 11, 11:59pm)

Week Before March 17 Class

Theme: GENDER AND MICROAGRESSIONS

SLO: *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.*

Read:
- Kohli, R., & Solórzano, D. G. (2012). Teachers, please learn our names!: Racial microagressions and the K-12 classroom. *Race Ethnicity and Education*, *15*(4), 441-462.
- Lindsey, Chapters 5-7.

View:

- https://www.ted.com/talks/michael_kimmel_why_gender_equality_is_good_for_everyone_men_included Michael Kimmel makes the surprising, funny, practical case for treating men and women equally in the workplace and at home. It's not a zero-sum game, but a win-win that will result in more opportunity and more happiness for everybody.
- Dr. Douglas Luffborough's Commencement Speech: https://www.youtube.com/watch?v=6aGoVwAvqTA Student Commencement Speaker, Northeastern University Graduation, 1993 - preceding former President of the United States, Bill Clinton
- Dr. Noma Lemoine's Interview CABE 2014: https://www.youtube.com/watch?v=Uq1Cbc4YPIc - Richard Corpus from Velazquez Press interviews Dr. Noma LeMoine at the California Association for Bilingual Education (CABE) 2014 Conference.

Do:
- Discussion Post #3 (due Friday, March 16, 11:59pm)
- Cultural Intelligence - Connection to Individual Research (complete paper, all five pages); (due Friday, March 16, 11:59pm)
- Integrated Response and Reflection #2 (due Sunday, March 25, 11:59pm)
- Follow up to March 17 class activity (due Sunday, March 25, 11:59pm)

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible*. (Adopted by the COE Governance Community, December, 1997).*

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

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

Course Format [For courses offered in a format other than face-to-face, traditional (FT) instruction]

The Online Instruction Policy lists the following alternatives to face-to-face, traditional (FT) instruction: face-to-face, online (FO); local, online (LO); remote, online (RO); or hybrid (HY).

Necessary Technical Competency Required of Students

[For on-line and hybrid courses]

Contact Information for Technical Support Assistance

[For on-line and hybrid courses] This may include customer support for software used in the course as well as the CSUSM Help Desk.