

Course Numbers	EDLD 730 (CSUSM) / EDS 285 (UCSD)
Course Title	Leadership for the Future
Course Day(s)	Face to Face Sept. 8 and December 1 and weekly online participation
Time	10:00 AM-4:00 PM
Course Location	CSUSM Kellog Library 5102
Semester / Year	Fall 2018
Instructor	Julie Evans, Ed.D. and Pat Stall, Ph.D.
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Office Hours	By appointment

WELCOME

This semester we will be futurists in some regard, divergent as well as convergent thinkers, and enjoy the benefits of personalized learning. While you are definitely focused on your dissertation during the same time as you are taking this course, we want to support your habit of ongoing learning. We all know how fast things change and acknowledge that it is a challenge to stay on top of those changes. This course gives you one approach to organizing and building a habit of ongoing personalized learning.

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 DESCRIPTION

Leadership for the Future addresses interdisciplinary influences on leadership practice within learning organizations. Contributions from scholars in future studies will be used to explore topics such as long-range planning, demographic trends, technology, and brain theory.

STUDENT LEARNING OUTCOMES

1. Use evidenced-based decision making to better understand the underlying challenges faced by regional educational institutions.

2. Undertake research on professional practice to attain systematic changes to improve instruction and management of educational institutions.
3. Develop habits-of-action to more effectively lead and manage educational institutions.
4. Expand the disciplinary knowledge base on all aspects of educational leadership.
5. Use appropriate technology to support instruction and the management of educational organizations.
6. Focus on personal leadership capacity building to better serve organizational needs.

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.

GENERAL CONSIDERATIONS

Joint Doctoral Program Attendance Policy

Students **must** participate in 80% of the face to face and online 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 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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or by appointment.

Course Format

This is a hybrid course with face-to-face sessions as well as engagement in Cougar Courses and other social and professional media platforms.

General Evaluation/Feedback Rubric

As per the grading standards and general rubrics below, absence from the minimal face-to-face sessions and failure to participate on line by submitting assignments on time will be reflected in your final grade.

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• Is absent from face to face sessions and does not submit online session materials on time.	<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• Is absent from face to face sessions and/or does not submit online session materials on time.	<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• Attends each face-to-face class session and submits assignments on time.

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

There are several readings, viewings, websites, and resources posted on Cougar Courses. These resources are not exhaustive and you will certainly find other resources relevant to your personalized learning plan. These resources are meant to provide a broad base for innovation, future leaning predictions, and divergent thinking. Often, learning something outside of your usual area of expertise is what sparks creativity and innovative solutions.

COURSE REQUIREMENTS

The Best **LEADERS** do the following on a consistent basis:

Learn
Empower
Adapt
Delegate
Engage
Reflect
Serve (p. 30)

Scheniger, E.C. & Murray, T.C. (2018). *Learning transformed: 8 keys to designing tomorrow's schools, today*. Alexandria, VA. ASCD.

Developing and implementing your future-focused personalized professional learning plan encompasses at least four of these tenets: **Learn, Adapt, Engage, and Reflect**. Certainly, **Empower and Serve** will be in play as you share your learning through weekly blog posts and ongoing Twitter posts. Through this process, our aim is to nurture and support the pursuit of your future-focused personalized learning and to build a somewhat structured habit for you to **Engage** in personalized professional learning throughout your career.

To that end, you will engage in 4 activities over the next few weeks:

1. **Learn and Engage:** Develop and implement a *Future-focused Personalized Professional Learning Plan*. Maintain a log to keep track of your learning at-a-glance.
2. **Reflect:** Write a weekly *Blog Post* about your learning and submit it to Cougar Courses as a way to share your learning with your JDP colleagues.
3. **Engage:** Use Twitter for spur of the minute learning to spark curiosity and hone your radar skills. The Twitter posts will be on your own topic as well as information that you think would be helpful to your colleagues on their topics.
4. **Engage, Empower, and Serve:** Prepare a Conclave Presentation to share formally your learning.

CLASS MEETING SCHEDULE

Date	Topic
Sept. 8 Face to Face	Future Thinking, Personalized Professional Learning Plan
Sept. 16 online	Post Personalized Professional Learning Plan Weekly check in
Sept. 23 online	Weekly check in
Sept. 30 online	Blog Post: I Like, I wish, I wonder from a learned perspective. Weekly check in
Oct. 7 online	Benchmark – Submit updated Professional Learning Log
Oct. 14 online	Weekly check in
Oct. 21 online	Blog Post: I like, I wish, I wonder from a learned perspective
Oct. 28 online	Weekly check in
Nov. 4 online	Benchmark-Submit updated Professional Learning Log
Nov. 11	Post a draft of the story board for your presentation, including interim references
Nov. 26 online	Post final story board of your presentation with references
Dec. 1 Face to Face	Academic Conclave with formal presentations

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

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