

Course Numbers	EDLD 730
Course Title	Leadership for the Future
Course Day(s)	10/8; 10/22; 11/5; 11/12; 11/19; 12/3
Time	Tuesdays 6:00-9:00pm
Course Location	Kellogg Library 5102
Semester / Year	Fall 2019
Instructor	Dr. Brooke Soles
Phone	760-750-8284
E-Mail	bsoles@csusm.edu
Office	CSUSM University Hall 468B
Office Hours	By appointment

COURSE OVERVIEW

This course aims to support JDP students in writing their dissertation proposals along with adopting strategies that improve their writing process.

Student Learning Outcomes

In this course students will...

- Create and sustain organizational conditions that promote socially just and equitable learning environments.
- Use evidence-based decision-making.
- Generate and use applied research.
- Exhibit leadership skills and dispositions to positively impact organizational culture and practice.

Future studies is a multi-disciplinary approach to understanding change in the context of the future. It draws from a wide variety of fields including economics, engineering, sociology, politics, systems theory, creativity, and community building, to name a few. Future studies is not about predicting the future but rather about considering possible alternative futures, and then identifying the indicators that suggest which way the future may unfold. This approach is used to help educational and other organizations come up with more creative and innovative strategies and to better understand the future needs of their students.

This course is designed to provide students with an opportunity to:

- intentionally and thoughtfully consider one's understanding of the future in the context of leadership practices;
- produce forecasting data and analysis to inform their dissertation;
- work as collaborative thought leaders with their peers.

CSUSM School of Education 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 CSUSM School of Education 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

CSUSM School of Education attendance policy

Students *must* participate in 80% of the course sessions to receive credit 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.

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.

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 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.”

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.

REQUIRED COURSE TEXT

Belcher, W. (2019). *Writing your journal article in 12 weeks: A guide to academic publishing success* (2nd ed.).

COURSE READINGS

All course readings are provided in Cougar Courses.

COURSE REQUIREMENTS

- 1. Face-to-Face Class Participation (60 points):** Your attendance and active participation during face-to-face meetings are essential to achieving the student learning outcomes for this course. Students are expected to come prepared to write, participate in classroom activities, and engage in meaningful conversations that support the further development of targeted knowledge and skills.
- 2. Pre- and Post-conversations in Cougar Courses (60 points):** Write a pre-conversation by synthesizing reading/listening/watching resources prior to class and post the conversation by Sunday, 11:55pm two days before class. Then, following our class, write a post-conversation by synthesizing conversation and information learned in class by the Sunday following.
- 3. Write and Submit a Journal Article (60 points):** Using our course text, you shall write and submit a journal article using your dissertation proposal as a foundation. Adding to this document, you shall incorporate the future studies literature and resources from this course. The requirement is to submit

rather than be accepted; however, it is hoped that your article will be published, if not this first submission, upon subsequent revisions beyond the scope of this class.

GRADING STANDARDS

94% – 100% A	90% – 93% A-
87% – 89% B+	84% – 86% B
80% – 83% B-	77% – 79% C+
74% – 76% C	70% – 73% C-
60% – 69% D	Below 60% F

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 below 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.

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 • Hard to read • Little sentence/vocabulary variety 	<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 	<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

		<ul style="list-style-type: none"> • Uses a sophisticated scholar researcher vocabulary and sentence structure
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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 SCHEDULE

Class Meeting	Date	Topic	Assignments due Sundays by 11:55pm
1	Tuesday, October 8 6-9pm	Calling the Circle & Decolonization	<u>October 6:</u> -Read/Listen/Watch in CC -Text, Week 1 -Pre-conversation <u>October 13:</u> -Text, Week 2 -Post-conversation
2	Tuesday, October 22 6-9pm	Design, Innovation, & Educational Technology	<u>October 20:</u> -Read/Listen/Watch in CC -Text, Week 3 -Pre-conversation <u>October 27:</u> -Text, Week 4 -Post-conversation

3	Tuesday, November 5 6-9pm	Visioning, Interventions, & Interruptions	<u>November 3:</u> -Read/Listen/Watch in CC -Text, Week 5 -Pre-conversation <u>November 10:</u> -Text, Week 6 -Post-conversation
4	Tuesday, November 12 6-9pm	Science Fiction & Reality	<u>November 10:</u> -Read/Listen/Watch in CC -Text, Week 7 -Pre-conversation <u>November 17:</u> -Text, Week 8 -Post-conversation
5	Tuesday, November 19 6-9pm	Play & Risk Analysis	<u>November 17:</u> -Read/Listen/Watch in CC -Text, Week 9 -Pre-conversation <u>November 24:</u> -Text, Week 10 -Post-conversation
6	Tuesday, December 3 6-9pm	The Henceforward	<u>December 1:</u> -Read/Listen/Watch in CC -Text, Week 11 -Pre-conversation <u>December 8:</u> -Text, Week 12 -Post-conversation

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
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