



**Joint Doctoral Program
Doctor of Education
Educational Leadership**

Course & Section Nos.	EDLD 770A and EDLD 770B (4 quarter units)
Course Title	Leadership Research Practicum Culturally Proficient Educational Practices
Course Day(s), Time, and Location	Class 1 Winter EDLD 770A: Saturday, January 9, 9am-4pm Class 2 Winter EDLD 770A: Saturday, January 23, 9am-4pm Class 3 Spring EDLD 770B: Saturday, April 17, 9am-4pm Class 4 Spring EDLD 770B: Saturday, May 1, 9am-4pm Via Zoom
Semester / Year	Winter and Spring 2021
Instructor	Brooke Soles, Ed.D.
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Office	Via Zoom
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 outcome

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.

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)
<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 primarily personal viewpoints and limited	<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 that are somewhat documented	<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

Does not meet Standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
supporting evidence from prior research • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety	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	• 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

- 1. Text:** Lindsey, R. B., Nuri-Robins, K., Terrell, R. D., & Lindsey, D. B. (2018). *Cultural proficiency: A manual for school leaders* (4th ed.). Corwin Press. *This eBook is available for free via the CSUSM Library. See OneDrive 4_Course Text Document for a step-by-step access list.*
- 2. Participation (40 points; 10 points each class):** Your attendance and active participation during Zoom meetings are essential in 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. Students should have read all posted reading prior to entering each class session. Afternoon asynchronous work shall be completed in a timely manner on each class day and evaluated towards participation.

- 3. Reading Guides (40 points; 10 points each before each class):** The purpose of the Reading Guides is for you to take notes, write phrases or complete sentences to prepare you for our class discussions. This guide does not have to be in APA format and can be general ideas/talking points. Reading Guides should include text sections as well as additional assigned readings and be uploaded as one continuous document.
- 4. Cultural Proficiency Paper (10 points Draft Paper; 10 points Final Paper):** This paper follows a mini-literature review format with the following signposts: *Introduction, Cultural Proficiency Overview, Cultural Proficiency in Educational Leadership, Implications for Social Justice, Recommendations, Conclusion*. This is an opportunity to write a mini-literature review of our readings in connection to your own dissertation topic interest. This paper shall be no more than 10 pages, APA 7th Edition formatted, using our course text (one source) and course readings (seven sources) at a minimum (e.g., at least seven citations on reference page). The purpose of this paper is to provide a cultural proficiency narrative/social justice implications section for your Qualifying Paper (see JDP Handbook and Feedback Rubric).

Course Schedule

Class Meeting	Date	Topic	Student Learning Outcome (SLO)	Assignments Due by 11:55pm on Specified Date Below
1	Saturday, January 9	Part I: Understanding Cultural Proficiency	Embrace Cultural Proficiency as leaders' personal work that builds upon individual assets.	Wed. 1/6: Reading Guides Sat. 1/9: Class Participation
2	Saturday, January 23	Part II: Using the Tools of Cultural Proficiency	Initiate cultural autobiographies as a means of asset development and continued professional growth.	Wed. 1/20: Reading Guides Sat. 1/23: Class Participation Sun. 1/31: Draft Paper
3	Saturday, April 17	Part III: Making the Commitment to Cultural Proficiency	Assess and evaluate personal core values/principles and ethical leadership practices that form a foundation for leader actions.	Wed. 4/14: Reading Guides Sat. 4/17: Class Participation
4	Saturday, May 1	Part IV: Next Steps of Your Journey	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.	Wed. 4/28: Reading Guides Sat. 5/1: Class Participation Sun. 5/16: Final Paper

Course Readings

Class Meeting	Readings
1	<p>Pages xi-86: Lindsey, R. B., Nuri-Robins, K., Terrell, R. D., & Lindsey, D. B. (2018). <i>Cultural proficiency: A manual for school leaders</i> (4th ed.). Corwin Press.</p> <p>Cross, Terry L. (1989). <i>Toward a culturally competent system of care</i>. Washington, DC: Georgetown University Child Development Program, Child and Adolescent Service System Program.</p>
2	<p>Pages 87-155: Lindsey, R. B., Nuri-Robins, K., Terrell, R. D., & Lindsey, D. B. (2018). <i>Cultural proficiency: A manual for school leaders</i> (4th ed.). Corwin Press.</p> <p>Welborn, J. (2019). Increasing equity, access, and inclusion through organizational change: A study of implementation and experiences surrounding a school district's journey toward culturally proficient educational practice. <i>Educational Leadership Review</i>, 20(1), 167-189.</p>
3	<p>Pages 157-180: Lindsey, R. B., Nuri-Robins, K., Terrell, R. D., & Lindsey, D. B. (2018). <i>Cultural proficiency: A manual for school leaders</i> (4th ed.). Corwin Press.</p> <p>Soles, B., Flores, P., Domingues, J., and Solis, F. (2019). The Role of Formal and Nonformal Leaders in Creating Culturally Proficient Educational Practices (Keough, P. Ed.). <i>Overcoming Challenges in the P-12 Teaching Profession</i> (144-172). IGI Global, USA.</p> <p>Soles, B. (2019). <i>El Presente, el Pasado, y el Futuro: Culturally Proficient Educational Practices in the Santa Maria Joint Union High School District</i>. Technical Report.</p>
4	<p>Pages 181-323: Lindsey, R. B., Nuri-Robins, K., Terrell, R. D., & Lindsey, D. B. (2018). <i>Cultural proficiency: A manual for school leaders</i> (4th ed.). Corwin Press.</p> <p>Flores III, P. (2020). <i>Leading Praxis for Equity in California Public Education: A Case Study of Transformative Change at a Latino/a Majority Urban High School</i> (Doctoral dissertation, California State University, Fresno).</p> <p>Estrada, D. (2017). <i>Utilizing the Lens of Cultural Proficiency to Judge the Impact of Autonomous School from the Student Perspective</i> (Doctoral dissertation, The Claremont Graduate University).</p>

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 be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. Students 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.

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.