



CALIFORNIA STATE UNIVERSITY  
**LONG BEACH**

**Educational Leadership**

**COURSE INFORMATION**

Course: EDAD 621C (1 unit)  
Seminar: Collaboration and Educational Leadership (1 unit)  
Term: Fall 2020  
Meeting Times: Tuesdays, 5:45-8:30pm  
Course Modality: Fully Online (Alternative Mode of Instruction)  
Online (Asynchronous) Class Modules: 11/12  
Online (Synchronous) Sessions: 9/3, 9/24, 10/08, 12/03 (these sessions will be held via Zoom—links to be provided in BeachBoard and via email)

**INSTRUCTOR**

- XXXXXXXXX
- Phone: 562-985-XXXX (email is preferred method of contact)
- Email: XXXXXXXXX@csulb.edu
- Office: AS-203
- Office Hours: Wednesdays, 2:00-5:00pm via Zoom

**COLLEGE OF EDUCATION MISSION STATEMENT**

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**COURSE DESCRIPTION**

Supports students in their leadership development and progress in the program (including program portfolio) and on the CalAPA. Supports students in preparing for collaborative leadership with a focus on facilitating professional learning. Prerequisite: Admission to the Educational Administration Program or consent of instructor. Letter grade A-F only.

**STUDENT LEARNING OUTCOMES**

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Demonstrate a mature understanding of state standards for educational leaders (e.g., the CAPEs and CPSELs) (CAPE 2A)
2. Collaborate with stakeholder groups, particularly teachers, during coursework and fieldwork related to CalAPA Cycle 2
3. Practice advanced use of APA format in scholarly writing by correctly creating a reference list
4. Reflect on learning in the program and leadership development by adding to and refining the EDAD program portfolio
5. Use personal and professional ethics as a foundation for communicating the rationale for actions (CAPE 5C)

#### REQUIRED TEXTS

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American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. *(this will be used/needed throughout the program)*

The Purdue Owl web site will also be helpful:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

California Administrator Performance Expectations (CAPE):

[https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1_2)

CalAPA Materials (on BeachBoard)

Additional supplemental readings may also be assigned by the instructor.

#### COURSE POLICIES AND REQUIREMENTS

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##### CLASS PARTICIPATION

This course is participatory and interactive. Your attendance and participation is critical to our collective success. Successful participation on the part of students includes:

- Attending all class meetings on time and in their entirety.
- Being prepared for each class meeting (completing readings, having questions in hand, etc.).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.

- Being sensitive to your level of participation and to the engagement of your colleagues.
- Engaging in respectful, professional discourse at all times.

#### ATTENDANCE

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Perfect attendance, active engagement, and punctuality and adherence to class hours, whether online or in-person class sessions, are expected. Observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this course. Course readings need to be completed prior to class, online modules must be completed by the due date indicated, and assignments must be completed and submitted on time. All written assignments must adhere to APA (7<sup>th</sup> ed.) format.

Since the class is interactively structured, you are expected to participate to the best of your ability in all class activities, whether online or in-person, synchronous or asynchronous.

Due to the design of the course, synchronous class sessions are held only when absolutely necessary, and every effort should be made to attend. Your participation grade and/or points for an in-class activity may be reduced, at the instructor's discretion, for failure to participate in a synchronous session or failure to complete an asynchronous or assignment by the due date.

It is your responsibility to inform the instructor of absences *in advance* when possible. It is your responsibility to take proactive measures (e.g., checking BeachBoard, asking classmates) to obtain any information missed due to an absence.

#### ASSIGNMENTS

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All assignments are due on BeachBoard by 11:59pm on the due date indicated. Late assignments are not accepted except in **rare circumstances** and at the instructor's discretion. If you are having difficulty meeting a deadline, please email the instructor **in advance of the due date**. The instructor reserves the right to not accept late assignments and/or to penalize the grade for late assignments.

In light of the difficult circumstances of COVID-19, I will do my best to be as flexible as I can be about assignment deadlines. Please reach out (the sooner, the better) if you are having difficulty meeting a deadline.

#### RESPECTING COLLEAGUES

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During synchronous online sessions, please adhere to etiquette for Zoom meetings by muting yourself when not speaking. You always have the option of having your camera on or off;

however, if it's turned on try to minimize distractions to class in the background when possible. Please refrain from disruptive, off-task behaviors such as text messaging, reading/sending e-mail, or surfing the Internet during synchronous sessions as these are potential distractions for the whole class.

As professionals, we will communicate with each other in a professional manner. Respectful discourse is always expected in all forums of communication. If you want to learn more about the expected netiquette for an online class, please consult this resource:

<http://www.albion.com/netiquette/corerules.html>

#### ACADEMIC HONESTY

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Students who engage in academic dishonesty (i.e., plagiarism, receiving improper assistance, cheating) are in violation of university policy. If you have any doubt about what constitutes academic dishonesty, please speak with the instructor before turning in your assignments.

#### THE WRITING PROCESS

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The ability to communicate clearly and thoroughly in writing is an essential skill for any administrator or researcher. The instructor places a great deal of emphasis on this skill in this course. All work must be edited and demonstrate your best thinking, organization, and writing.

**At a minimum, please take the time to use the spell and grammar check features in your word processing software BEFORE submitting an assignment.**

Writing is a process. No one produces a final draft in one sitting. Therefore, you are strongly encouraged to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. You should never submit your first draft as a final assignment. As you review and revise your work, ask yourself these questions:

- Does my paper contain all elements of the assignment? Is all the content there and is it clear, easy to understand?
- If there is a rubric, did I consult it carefully?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections?
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?
- What is the similarity percentage in my Turn It In originality report? Have I properly cited all sources?
- Have I only used direct quotations where absolutely necessary?
- Have I paraphrased adequately to avoid unintentional plagiarism?

**Graduate level writing and APA (6<sup>th</sup> ed.) formatting is expected on all assignments.** Please type all papers and use correct grammar, spelling, and punctuation. Properly cite sources using APA format (6<sup>th</sup> ed.). Your grade will be affected if more than a rare editing issue is present.

**The instructor may stop reading any assignment that has multiple errors (without grading it) and return it to you for editing before continuing to grade.**

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#### BEACHBOARD

The syllabus, readings, and electronic versions of course documents, and other relevant material will be posted on BeachBoard. The instructor will post announcements on BeachBoard and use the Grades function. You should check BeachBoard regularly for announcements and materials. All assignments must be submitted by the due date to the Dropbox on BeachBoard.

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#### EMAIL

Outside of class lecture and office hours, the instructor uses email as an official form of notification. Please make sure that you check your official CSULB email regularly. Per University policy, all official course communications must come through your CSULB email address.

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#### STATEMENT REGARDING STUDENTS WITH DISABILITIES

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at [BMAC@csulb.edu](mailto:BMAC@csulb.edu). The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

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#### ASSISTIVE TECHNOLOGY

In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.

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#### POLICY FOR WITHDRAWAL

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades - [http://www.csulb.edu/depts/enrollment/student\\_academic\\_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html))

Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog.

## INCOMPLETES

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Incompletes are strongly discouraged and granted only in cases of emergencies beyond the student's control. University policy states that at least 2/3 of assignments must be complete before an incomplete can be granted. Consult the CSULB Student Catalog for details of this policy.

## GRADING/COURSE CREDIT

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A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 59 and below

## COURSE ASSIGNMENTS

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### Assignment #1 Participation in September 3 Discussion (10 points)

#### SEPTEMBER 3

Students will earn 10 points for

### Assignment #2 Advisor Check In

#### ONGOING (10 points)

Students will schedule an individual appointment (15-30 minutes) and meet with their advisor during the first two months of the fall semester to discuss their growth in the CAPEs and their personal plan for professional growth.

This assignment is credit/no credit, and 10 points will be earned for meeting with their advisor no later than Wednesday, November 4.

Commented [EB1]: CAPE 2A (P)

### Assignment #3 APA Formatting Quiz (20 points)

#### DUE OCTOBER 8

Students will demonstrate competence in APA formatting by completing an APA formatting quiz on BeachBoard as part of the September 23 asynchronous online module.

For this assignment, students will rely on the APA Manual (7<sup>th</sup> ed.) and/or the Purdue Owl web site:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Students will receive an individual grade for this assignment, and the quiz must be completed by 11:59pm on October 8.

**Assignment #4 Adding Artifacts to Portfolio (20 points)**

**DUE NOVEMBER 12**

Students will add at least two additional artifacts to the portfolio (the program portfolio on BeachBoard) and will submit a completed artifact rationale sheet and a screenshot showing its location in the portfolio for each of the two artifacts. The artifacts can be from EDAD680 and/or spring 2020 EDAD courses.

Students who need assistance with the portfolio should schedule an appointment with their advisor to discuss (this could potentially be one topic of the advising meeting/assignment 2).

This assignment is credit/no credit, and 20 points (10 per artifact) will be earned for a complete, on-time submission (by 11:59pm on November 12).

Commented [EB2]: CAPE 5A (P)

**Assignment #5 CalAPA Cycle 3 Plan (25 points)**

**DUE DECEMBER 17**

Students will identify a fieldwork site for Cycle 3 of the CalAPA and will submit a preliminary plan (template will be provided in BeachBoard) for completing Leadership Cycle 3 of the CalAPA. CalAPA Cycle 3 will be discussed during the November 12 asynchronous module and during the synchronous Zoom session on December 3.

**ASSIGNMENTS AT-A-GLANCE**

Assignment	Due date	% of grade
1. Participation in September 3 Discussion	September 3	10
2. Meeting with Advisor	November 4	20
3. APA Formatting Quiz	October 8	25
4. Adding to Portfolio	December 3	20
5. Cycle 3 CalAPA Plan	December 17	25

**SELECTED BIBLIOGRAPHY**

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.

Elmore, R. F. (2002). *Bridging the gap between standards and achievement: The Imperative for professional development in education*. Washington, D.C.: Albert Shanker Institute.

Forman, M.L., Stosich, E.L., & Bocala, C. (2017). *The internal coherence framework: Creating the conditions for continuous improvement in schools*. Cambridge, MA: Harvard Education Press.

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools*

*for all learners.* Thousand Oaks, CA: Corwin Press.

- Fullan, M. (2008). *What's worth fighting for in the principalship* (2<sup>nd</sup> ed.) New York: Teachers College Press.
- Fullan, M. (2014) *The principal: three keys to maximizing impact.* San Francisco, CA: Jossey-Bass.
- Fullan, M., and Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems.* Thousand Oaks, CA: Corwin.
- Fullan, M. (2017). *Indelible leadership: Always leave them learning.* Thousand Oaks, CA: Corwin.
- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world.* Boston, MA: Harvard Business Review Press.
- Horsford, S.D., Scott, J., & Anderson, G. (2018). *The politics of education policy in an era of inequality: Possibilities for democratic schooling.* New York: Routledge.
- Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works: From research to results.* Thousand Oaks, CA: Association for Supervision and Curriculum Development.
- Mintrop, R. (2016). *Design-based school improvement: A practical guide for educational leaders.* Cambridge, MA: Harvard Education Press.
- Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2011). *Crucial conversations: Tools for talking when stakes are high.* New York: McGraw Hill.
- Reeves, D. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results.* Alexandria, VA
- Schmoker, M. (2011). *Focus.* Alexandria, VA: ASCD.
- Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas.* New York: Routledge.
- Tomlinson, C.A., and Murphy, M. (2015). *Leading for differentiation: Growing teachers who grow kids.* Alexandria, VA: ASCD.
- Wagner, T. & Kegan, R. (2006). *Change leadership: A practical guide to transforming our schools.* New York: Jossey-Bass.
- Whitaker, T. (2012) *What Great Principals Do Differently: Things that Matter Most.*



Larchmont, NY.

## COURSE CALENDAR

*This course calendar may be changed to support student learning and at the discretion of the instructor.*

<b>Class</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading Due</b>
1	9/3 Synchronous Zoom class session 6-8pm	Checking In  Course Overview	Supplemental reading on BeachBoard
2	9/23 Asynchronous Online Modules  Individual appointments 6:00-8:30pm	Scholarly Writing & APA Formatting  Individual Student Meetings	APA Manual 6 <sup>th</sup> edition  Purdue Owl Web Site  Reference List Formatting Power Point
3	10/08 Synchronous Zoom Class Session 6-6:30pm  Individual appointments 6:30p8:30pm	Checking In  Individual Student Meetings	CAPEs
4	11/12 Asynchronous Online Module	Overview of CalAPA Cycle 3	Cycle 3 Assessment Guide (provided on BeachBoard)  CalAPA Cycle 3 Video
5	12/03 Synchronous Zoom Class Session 6-8pm	Checking In  CalAPA Cycle 3 Questions	Cycle 3 Assessment Guide (provided on BeachBoard)

