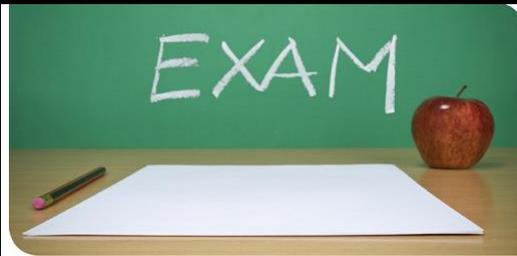


# EDD 614 – Issues in Educational Leadership: Synthesis & Application

(3 Credits)

<p><b><u>INSTRUCTOR INFORMATION</u></b></p> <ul style="list-style-type: none"><li>• JoLynn Langslet, Ph.D.</li><li>• Phone: (916) 390-7277 (call or text)</li><li>• DrLangslet@gmail.com</li></ul>	
--	--

Class SacCT site: <http://online.csus.edu>

## **COURSE OVERVIEW AND INFORMATION**

This case study based seminar course is designed to help candidates prepare for the qualifying examination. The course integrates the three themes of the program: 1) Transformational Leadership, (2) Critical Policy Analysis and Action, and (3) Informed Decision-Making. There will be an emphasis on learning to apply the seven general objectives of the EdD program by critically reviewing appropriate cases studies in educational leadership. The seven objectives are: Critical Analysis, Integrative Thinking, Effective Communication to K-14 Stakeholders, Understanding Professional Role, Practical Applications, Leadership and Equity.

## **REQUIRED COURSE MATERIALS**

The instructor will provide all required course materials. Students are strongly encouraged to consult texts, articles and other resources and materials that were provided in previous courses. Course materials include the following:

- **Case Study #1 – (class example):**

This case study will be selected by the instructor and will be the initial case study used to introduce the rubric and analysis process. It will be emailed to the students (along with the syllabus) prior to the start of the course. This case study will be very similar in style and length to the ones that will be used for the actual exam, and will serve as a “practice” brief in class to prepare students for both the Mock Exam experience and the final Qualifying Exam. Students will need to thoroughly read and analyze this case study prior to the first class meeting and should be prepared to discuss it as its relate to the 7 point exam rubric.

- **Case Studies #2 and #3 – (Mock Exam):**

- Case #2 = P-12
- Case #3 = Community College

These case studies will also be selected by the instructor for the purpose of the Mock Exam. One will be a case study relevant to P-12 educational leadership, and the other will be relevant to community college leadership. Students will not see these case studies before the Mock Exam as they will be used to simulate the actual exam experience. Following the mock exam, students will engage in peer review and class discussion of these case studies regarding the analyses they have completed during the mock exam based on the exam rubric.

- **Exam Rubric and Faculty Scoring Sheet:**

The exam rubric and the faculty scoring sheet will be provided to the students at the start of the course and will be used during class instruction and discussion in order to prepare the students for both the Mock Exam and the Qualifying Exam. Students are encouraged to study and become familiar with the 7 domains on the rubric, along with their corresponding sub-points, and apply this knowledge to class discussion, course assignments, and exam preparation.

**COURSE REQUIREMENTS AND EXPECTATIONS**

Students will attend and participate in all sessions, and actively participate in peer review activities and group discussions. All readings and learning activities have been selected to help orient and prepare students for the Qualifying Exam. Students are expected to read and think about the applications of the material, and complete all assignments on or before their due dates. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework. All written assignments are to be typed, double-spaced and in hardcopy or electronic format using Microsoft Word. When applicable, written assignments should conform to APA writing style. Students will be expected to complete the following assignments for the course:

**Assignments & Grading Scale:**

- 40% Assignment #1: Individual Case Study Analysis (**Case Study #1**)
- 40% Assignment #2: Mock Exam Case Study Analysis/Peer review (**Case Studies #2 & #3**)
- 20% Class participation, attendance, and contribution to a variety of class discussions

A	93 – 100%	B	83 – 86%
A-	90 – 92%	B-	80 – 82%
B+	87 – 89%	C+	77 – 79%

**Due Dates:**

All assignments are to be completed and submitted according to the specified due dates shown on the course schedule in order to receive full credit. Late assignments will receive no more than half credit.

**APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM**

All students attending this course have a right to a classroom environment which permits the highest quality learning experience. Students have a right to disagree and to debate points of view on the subjects and topics covered. However, criticism of others is not acceptable.

The assignments students turn in for this course must honestly be their work. A student committing plagiarism will be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course or other action as deemed appropriate by the instructor or the university. Plagiarism is defined as: presenting someone else’s work as your own whether it be their ideas, expression of those ideas, or rewriting of your own ideas by someone else.

If you have a disability that warrants accommodations for this course, please see the instructor at your earliest convenience. It is my goal to provide the assistance you need in order to have a fair and

optimum learning experience. Additionally, please see the campus office designated to help students with disabilities as many course accommodations require written authorization:

- Services to Students with Disabilities (SSWD) Lassen Hall room #1008
- Phone: (916) 278-6955 / Fax: (916) 278-7825 / sswd@csus.edu

### **Instructor Profile:**

*I am in my 11<sup>th</sup> year of teaching at CSUS, and have been teaching in the doctoral program since Cohort #2. In our EDD program, I have taught research methods and statistics courses (EDD 604 & 606), along with the Dissertation Proposal Course (EDD 615), and I also sit on numerous doctoral committees. I teach SPSS Seminars to both students and faculty, and work with students one on one with their statistical analyses. Additionally, I have been calibrating for and scoring the Qualifying Exam for the past 7 years.*

*Along with my part-time teaching at CSUS, I have taught undergraduate teacher education courses, along with graduate level research methods and statistics courses in other colleges and universities in California. My professional writing and research has been focused on both adult education and leadership styles. I have a Bachelor's Degree in Elementary Education from Bethel College, a Master's Degree in Teacher Education from Eastern Oregon University, and a Ph.D. in Educational Leadership from Colorado State University.*

### **Personal note to students:**

I would like to welcome you to this course and tell you that I am excited to work with you and get to know each of you on a personal level. My teaching approach is very student centered and I make every effort necessary to ensure that you will have the most positive and successful learning experience with me. I welcome your critiques of my course, content and teaching style, as you will see with the brief, two-question "Quick Response Form" I will ask you to fill out following the first and second weekends of class. This way, I can get your feedback BEFORE the class is over (unlike the traditional course evaluations that are completed at the END of the course), and can adjust things as needed to help you.

Regarding this particular course, I realize there is a significant amount of anxiety that accompanies both the preparation for and the execution of the Qualifying Exam. I have every confidence that both our program coursework and faculty successfully prepare students to meet the expectations of this exam. It is my goal to create a stress-free learning environment, since stress creates negative effects on a person's mental, physical, and emotional well-being, making it challenging to cope with the responsibilities of daily life, as well as remain healthy. I look forward to our first weekend of class.

Warmly,  
*Jolynn Langslet*