California State University, San Marcos

FORM X (WHITE)

· Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies·

1. Desired Term: Fall 2008

2a. Course abbreviation and Number: EDUC 1080

2b. Abbreviated Title:
Quantum Learning and Leadership

3. Type of Course:

4. Number of Units: 1

5. Billing Units: 1 ($80)

6. Allowed Student Levels: UG X GR X EE X (Default is to check all three levels)

7. Grading Method:

8. Mode of Instruction:
(See pages 17-23 at http://www.csus.edu/cfm/data-demand-dice/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)

9. Attributes: Course Requires Consent for Enrollment? X Yes _ No

Faculty Credential Analyst Dean Program/Department - Director/Chair

Prerequisites: Co-requisites:

10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes X No
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Support Oppose

Discipline Signature Date Support Oppose

Discipline Signature Date

Important: Please Complete

1. Instructor: Jenny Severson, Ed D and John LeTellier

2. Extension Course Proposal Form (Renewal – original forms located: http://www.csus.edu/academic_programs/curriculum_forms/extension_credit_course_records.htm/EDUC_E1083.pdf )

SIGNATURES: (COLLEGE LEVEL) (UNIVERSITY LEVEL)

1. Program Director/Chair Date

2. College Dean (or Designee) 9/29/08

3. Dean of Extended Studies (or Designee) Date

4. Vice President for Academic Affairs (or Designee) Date

5/19/08
Quantum Learning and Leadership
University Course for Credit

Course Description

The Quantum Learning and Leadership Course is designed for school principals, assistant principals, superintendents, assistant superintendents, educators working toward an administrative degree or certification, and other educators in a leadership capacity. The course involves two full day sessions for a total of 13 hours of class time with outside reading and writing assignments required. Students can expect to:

- Learn a new working definition of leadership
- Learn how to increase the level of sustainable motivation in the educational organization
- Build a repertoire of effective leadership strategies for setting an empowering context for staff, students and parents, promoting strong character development in students, and immediately improving the effectiveness of classroom practice.
- Discover important distinctions between administration and leadership and apply systems thinking to upgrade the level of effectiveness in the organization.
- Learn how to increase leadership throughout all levels of the organization
- Learn important breakthroughs in neuroscience related to effective leadership and classroom best-practice
- Learn specific strategies for helping teachers diversify their teaching methodology to reach all students including English Language Learners (ELL) and special education students.
- Develop a blueprint for the immediate implementation of leadership initiatives that will improve the effectiveness of all stakeholders in the organization including staff, students and parents

Lecture, paired sharing, small group discussion and activities, large group sharing, demonstrations, interactive participant pages, reading, writing, and self-assessments are used to teach concepts and provide experience.

Student Outcomes

- Participants understand a new working definition of leadership that includes modeling, positive motivation, and the implementation of specific school and community initiatives. Participants can identify specific distinctions between leadership and administration and learn how each affects the other. Participants demonstrate increased energy, enthusiasm and motivation for the implementation of new leadership initiatives in their educational organization.
Participants understand critical aspects of systems thinking and know how this model can be used to set empowering context within an organization. Participants can identify two categories of error in an organization and two kinds of victories essential for success. Participants can explain how these errors and victories are influenced by acts of leadership.

Participants understand the concept of durable or sustainable motivation and know specific systemic leadership initiatives that are effective for raising the level of motivation in an entire educational organization.

Participants understand the four Leadership Connections for improving the effectiveness of an educational organization. These include The Context Connection, The Cognitive Connection, The Character Connection, and the Classroom Connection. Participants understand how these connections influence balanced leadership and have a repertoire of leadership initiatives in each connection.

Participants have a well-developed action plan for the implementation of specific leadership initiatives in an educational organization which includes each of the four leadership connections and is effective for increasing the level of sustainable motivation in the organization and is designed to promote leadership throughout all levels of the organization.

Course Expectations and Requirements

1. Students are required to be in class for the entire 13 hours of class time. Students are expected to be an active member of the class as demonstrated by:
   - Listening to the ideas of other class members
   - Seeking to understand different viewpoints
   - Contributing relevant information in discussions
   - Building on the discussion contributions from other students
   - Constantly adapting ideas to student's own leadership responsibilities in their organization

2. Students are required to read the text, Quantum Learning and Instructional Leadership in Practice, published by Corwin Press, and other assigned reading from their course participant manual.

3. Students are required to submit well-written responses to four essay questions based on reading assignments from the text and participant manual. Students will select their questions from a larger list of questions provided by the instructor.

3. Students are required to submit a well-written action plan for the implementation of eight specific leadership initiatives. These selected initiatives must represent each of the four leadership connections learned in class to demonstrate balanced plan. The action plan will include the following:
- A detailed description of the target organization including relevant demographics related to the student population, staff, and parent population. This should include a description of current programs and curriculum. If the student is not presently a leader of an organization, they will adopt an educational organization and research this information for this assignment.
- A detailed description of each leadership initiative taken from both class and reading assignments and the desired outcome of each of initiative
- Strategies for the implementation of the leadership initiatives in the selected educational organization and a description of how the effectiveness of the implementation will be evaluated.
- The anticipated effects of the initiative on ELL and special education students and any accommodations that may be necessary in the action plan.
- How the leadership initiatives will affect sustainable motivation in the organization as well as staff morale of both struggling and master teachers, and how the plan will promote increases in leadership at all levels of the organization
- A time line for the implementation of the selected leadership initiatives and the order of implementation for the selected initiatives.

**Evaluation**

Receiving Credit and a grade for this training will be based on attendance in all class sessions, active participation during class, completion of reading assignments, well written responses to four selected essay questions based on the reading, and completion of a well written action plan for implementation of specific leadership initiatives.
Resume for John LeTellier

John LeTellier
1938 Avenida del Oro
Oceanside, CA 92056
800.285.3276 ext 112

Academic Qualifications:

Bachelor of Science, University of Montana, Missoula, MT

Credentials/Certificates:

Author, Quantum Learning and Instructional Leadership, Corwin Press
Published Style Indicator
Published Modality Indicator
Author of the program Dedicated to Excellence
Certified SuperCamp Facilitator Levels Youth, Junior & Senior Forum
Quantum Learning for Students Facilitator
Certified Quantum Learning for Teachers Facilitator Levels 1-5
Quantum Learning for Teachers Coaching
Quantum Learning for Administrators Facilitator / Curriculum Developer

Employment/Experience:

Founder and former director, Colorado NeuroLearning Center
Teacher, Belleview Elementary School
Teacher, Campus Middle School
Teacher, Laredo Middle School
Teacher, Mission Viejo Elementary School
Counselor, Private Counseling
President, LTP Publishing
Principal, Collegiate Academy of Colorado
SuperCamp Contract Lead Facilitator, Quantum Learning Network
Quantum Learning for Teachers Contract Lead Facilitator, Quantum Learning Network
Quantum Learning for Students Contract Lead Facilitator, Quantum Learning Network
Curriculum developer, Quantum Learning Network

Current Employment:

Educational Consultant and Senior Instructor, Quantum Learning Network
Curriculum Developer, Quantum Learning Network
Founder, Success Connection
Conference Presenter / Keynoter

NCS - National Charter School Conference
NAESP – National Association of Elementary School Principals
NSDC – National Staff Development Council
TASSP - Texas Association of Secondary School Principals
TEPSA - Texas Elementary Principals and Supervisors Association
NMSA - National Middle School Association
MAESP - Missouri Association Elementary School Principals
State of Georgia, Department of Education - Title One Conference
TPA - Tennessee Principals Association
MAESA- Mississippi Association of Elementary School Administrators
National College Transition Network
USBA - Utah School Board Association
State of Tennessee, Department of Education – Tennessee Academy of School Leaders

Affiliations through Quantum Learning Network:
CITA – Commission on International and Trans-Regional Accreditation
North Central Association of Colleges and Schools
National Staff Development Council
American Association of Curriculum and Development
National Association of Elementary School Principals
American Camping Association
Association of Independent Camps – National and Western
Association of Supervision and Curriculum Development – National and CA
International Alliance for Learning / Accelerative Learning and Teaching
Resume for Jenifer Severson, Ed.D.

Dr. Jenny Severson
1938 Avenida del Oro
Oceanside, CA 92056
800.285.3276 ext 112

Academic Qualifications:

Bachelor of Science, Lake Forest College in Lake Forest, IL
Masters of Science, Educational Leadership at Northern Illinois University
Doctor of Education, Loyola University in Chicago in Educational Psychology,
Curriculum and Instruction as it relates to cognition, motivation and neuroscience.

Credentials/Certificates:

Dissertation, A Qualitative Study of New Teacher Induction Programs in 40 Lake County
Illinois Schools
Author, Quantum Learning for Teachers Fieldbook (in production)
Part time faculty at Loyola University, Chicago; National Louis University, Evanston, IL
Certified SuperCamp Facilitator Levels Youth, Junior & Senior Forum
Quantum Learning for Students Facilitator
Certified Quantum Learning for Teachers Facilitator Levels 1-5
Quantum Learning for Teachers Coaching
Quantum Learning for Administrators Facilitator / Curriculum Developer

Employment/Experience:

Teacher, School District 56 – Gurnee, IL
Co-Principal, School District 56 – Gurnee, IL
Women’s Varsity Basketball Team – NCAA tournament bid

Current Employment:

Educational Consultant and Senior Instructor, Quantum Learning Network
Curriculum Developer, Quantum Learning Network
Conference Presenter/Keynoter:

NSDC - National Staff Development Council  
NAESP - National Association Elementary School Principals  
TEPSA - Texas Elementary Principals and Supervisors Association  
TASSP - Texas Association of Secondary School Principals  
TAICS - Tennessee Association of Independent Colleges and Schools  
NMSA - National Middle School Association  
NCMSA – NC Middle School Association  
SCMSA – SC Middle School Association  
ASCD - Association for Supervision and Curriculum Development – National  
ASCD - Minnesota  
ASCD - Texas  
Metro Nashville Principals “March On” Conference  
MAESP - Missouri Association Elementary School Principals  
NCS - National Charter School Association  
Colorado Charter School Association  
TPA - Tennessee Principals Association  
State of Tennessee, Dept. of Education LEAD Conference  
UEA - Utah Education Association  

Professional Affiliations:

Kappa Delta Pi, Honored at NIU  

Affiliations through Quantum Learning Network:  
CITA – Commission on International and Trans-Regional Accreditation  
North Central Association of Colleges and Schools  
National Staff Development Council  
American Association of Curriculum and Development  
National Association of Elementary School Principals  
American Camping Association  
Association of Independent Camps – National and Western  
Association of Supervision and Curriculum Development – National and CA  
International Alliance for Learning / Accelerative Learning and Teaching