



College of Education Vision:

Equity & Excellence in Education

College of Education Mission:

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.

EDAD 625: Leadership, Organizational Management, and Social Justice

Fall 2021

Department of Educational Leadership

Educational Administration Program

"When historians pick up their pens to write the story of the 21st century, let them say that it was your generation who laid down the heavy burdens of hate at last and that peace finally triumphed over violence, aggression and war. So I say to you, walk with the wind, brothers and sisters, and let the spirit of peace and the power of everlasting love be your guide."

John Lewis July 17, 2020

Course Information

Instructor: Dr. Devery Rodgers	Email: Devery.Rodgers@csulb.edu
Virtual Office Hours Days/Times: Mondays, 4:00-5:00 (or) by appointment	Office Hours Zoom Link: https://csulb.zoom.us/j/81260769898
Class Days/Times: online mixed, select Tuesdays, 5:45-8:30pm <ul style="list-style-type: none"><u>Synchronous Online Classes:</u> 8/31, 9/7, 9/28, 10/12, 10/26, 11/30, 12/07<u>Asynchronous Online Classes:</u> 9/21, 10/19, 11/09	Class Zoom Link: https://csulb.zoom.us/j/88001055049 Meeting ID: 880 0105 5049

Catalog Course Description

The course emphasizes students' development of self as a social justice leader and the role of educational leaders in involving stakeholders in creating a shared mission and vision to support equitable achievement for all students. Students are introduced to Systems Thinking. Letter grade only A-F. Prerequisite: Admission to the Educational Administration Program or consent of instructor.

Course Student Learning Outcomes and Goals

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. Develop a student-centered vision of teaching and learning-based on the understanding that the school's purpose is to increase student learning and well-being and create a more just society (CAPEs 1A.1, 1A.4, 1A.6)
2. Describe how school plans, programs, and activities support the school's vision with attention to any students who may be excluded or marginalized because of race, gender, handicap, or sexual orientation (CAPE 1A.5)
3. Set priorities and manage organizational complexity and to see how social conditions can foster or inhibit learning, using systems thinking (CAPE 3B.3)
4. Apply the CAPEs and CPSELs to develop professional leadership capacity, assess personal and professional challenges, and identify areas for self-improvement (CAPE 5A.1, 2A.1)
5. Use a professional learning plan to focus personal and professional growth aligned to the organization's vision and goals (CAPE 5A.2)
6. Develop a high standard of professionalism, ethics, integrity, justice, and equity and lead a campus climate where the same behavior is expected of others (CAPE 5A.4)

Required Texts/Course Materials

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin Press. (This is an anchor text for the program that students will purchase and begin to use in this course as they cover Chapters 1-3 & 15 in this course)

Glanz, J. (2002). *Finding your leadership style: A guide for educators*. Alexandria, VA: ASCD.

Additional Useful Texts

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Bolman, L.G. & Deal, T.E. (2010). *Reframing the path to school leadership: A guide for teachers and principals*. Thousand Oaks, CA: Corwin Press. Inc.

Kouzes, J.M., & Posner, B.Z. (2016). *Learning leadership: The five fundamentals of becoming an exemplary leader*. San Francisco, CA: Wiley.

Additional required reading will be available on BeachBoard and assigned prior to the scheduled class time.

About This Course/Teaching Philosophy/What to Expect

Effective educational leaders must be able to understand what's going on in society and how it affects their school community. This course explores how social justice issues affect the culture of the organization, thusly impacting every sector of the school community.

You may be thinking, "I am not a leader of an institution--yet... how will this course impact my day-to-day work?" The intent of this course is to help you think how leadership in your current position—and future positions, can and will leave an impact through a social justice lens.

This course will be highly participatory and interactive. All of you have a wealth of experience and knowledge that we'll tap into. Learning from each other will be as important as learning from your instructors; I also hope to learn from you. I am excited to be your professor this semester and look forward to taking this social justice self-exploratory journey with you!

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to the Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Evaluation Components and Grading

Assignment Components and Weight

Assignment Description <i>(Specific details regarding how to complete each assignment can be accessed within BeachBoard. See end of syllabus for rubrics, also found in Beachboard.)</i>	Linked to SLO(s)
Assignment #1: Mission and Vision Analysis Students will conduct an analysis of their learning organization's mission and vision, in alignment with its guiding document(s), and examine the extent to which all groups are included. Parts 1-4 will culminate in a 3-page paper excluding vision/mission appendices and an active link to the guidance document(s). <ol style="list-style-type: none">Part I: Give an overview and provide background of creation, including underlying assumptions and rationales for the stated mission and vision.Part II: Analyze how the programs, activities, courses, and other plans of the school actually carry out the school's mission and vision, as evidenced in the guiding document(s).Part III: Use Bohman & Deal's Framework to analyze your guidance document for ICS.	1, 2

<p>Highlight ICS promising practices and propose revisions for ICS for your learning organization.</p> <p>4. Part IV: Examine how the mission and vision, especially as they relate to teaching and learning, are communicated to stakeholders, including parents, the community, students, and staff.</p>	
<p>Assignment #2: Systems Thinking Presentation</p> <p>Given a PK-12 system profile, students will work in small groups to conduct a Systems Thinking Analysis with an ICS concern. Small group collaboration will culminate in ~10-min presentation answering:</p> <ol style="list-style-type: none"> 1. Which social justice issue is the area of focus? 2. How does this learning organization treat the issue? 3. Using the Systems Thinking approach, what are your findings towards greater ICS? 	1, 2, 3, 5
<p>Assignment #3: Leadership Assessment Reflective Paper (Signature Assignment)</p> <p>Using the leadership inventory outcomes, and the learning growth from course topics, students will write a reflective paper on who they are as social justice leaders. Students will identify their biases, prejudices, and stereotypes, and examine strengths to advocate for those who have been marginalized. Students will also identify their strengths and areas for potential growth from the CAPEs. Selecting one area for growth from the CAPEs, students will develop an action plan to acquire knowledge and/or experience in the targeted area. Reflection will culminate in a 5-page paper, excluding inventories as appendices.</p>	1, 2, 3, 4, 5, 6

Course Grading

Assignment Components and Weight

Evaluation Component	Weight
Assignment #1: Mission and Vision Analysis	20%
Assignment #2: Systems Thinking Presentation	20%
Assignment #3: Leadership Assessment Reflective Presentation & Paper	30%
Synchronous In-Class Participation	15%
Asynchronous Discussion Board Assignments	15%
Total	100%

Assignment Rubrics

Assignment #1: Mission and Vision Analysis (SLO 1 and 2)

Students will conduct an analysis of their learning organization's mission and vision, in alignment with its guiding document(s), and examine the extent to which all groups are included. Using Bolman & Deal's Framework for analysis, the work product will be a 3-page paper, excluding vision/mission appendices and an active link to the guidance document(s).

Criteria	5pts	3pts	1pt
Overview and Background of Mission and Vision	<ul style="list-style-type: none"> • A thorough overview and background detailing how the mission and vision came into existence • Underlying assumptions and rationales 	<ul style="list-style-type: none"> • A thorough overview and background detailing how the mission and vision came into existence, but is limited in scope • Underlying assumptions 	<ul style="list-style-type: none"> • An overview and background detailing how the mission and vision came into existence are missing essential detail • Underlying assumptions

	supporting the mission and vision are thoroughly discussed	and rationales supporting the mission and vision are provided, but cursory	and rationales supporting the mission and vision are limited, vague and void
Mission and Vision Analysis with Guiding Document(s)	<ul style="list-style-type: none"> An in-depth analysis detailing exactly how the mission and vision parallel within the guiding document(s) Discussion of how vision/mission carries out in various school programs, activities, and services 	<ul style="list-style-type: none"> An analysis providing details as to how the mission and vision parallel within the guiding document(s) Discussion of how vision/mission carries out in various school programs, activities, and services, but lack of depth and detail 	<ul style="list-style-type: none"> An incomplete analysis providing details as to how the mission and vision parallel within the guiding document(s) Discussion of how vision/mission carries out in various school programs, activities, and services, but does not address all of the key components listed, nor does it address other programs
Analyze Guidance Document for ICS.	<ul style="list-style-type: none"> Discusses ICS in organizational context in depth Thorough use of Bohman & Deal's Framework to analyze doc for ICS Highlights ICS promising practices and proposes revisions for ICS 	<ul style="list-style-type: none"> Discusses ICS in organizational context Use of Bohman & Deal's Framework to analyze doc for ICS Highlights ICS promising practices or proposes revisions for ICS 	<ul style="list-style-type: none"> Sparsely discusses ICS in organizational context Analyzes doc for ICS Refers to ICS practices
Communication of Mission and Vision	<ul style="list-style-type: none"> Thorough examination and account of how the mission and vision are communicated to key stakeholder groups Details how mission and vision are communicated to each significant stakeholder group 	<ul style="list-style-type: none"> Examination and account of how the mission and vision are communicated to key stakeholder groups lack detail Communicates how mission and vision are communicated to each significant stakeholder group, without detail 	<ul style="list-style-type: none"> Minute examination and account of how the mission and vision are communicated to key stakeholder groups Communication of how mission and vision are communicated lacks cohesive detail
Paper Composition	<ul style="list-style-type: none"> Paper is clearly organized and a concise read of 3 pages of content, with appendices APA headings of subsections, with proper APA use of citations. Paper is free of spelling and grammatical errors 	<ul style="list-style-type: none"> Paper is organized and a concise read of ~3 pages of content, with appendices APA headings of subsections, with proper APA use of citations. Paper is mostly free of spelling and grammatical errors 	<ul style="list-style-type: none"> Paper is clearly organized and a concise read of significantly more or less than 3 pages of content, with missing appendices APA headings of subsections, with proper APA use of citations bereft Spelling and grammatical errors

Assignment #2: Systems Thinking Presentation (SLO 1, 2, 3, 5)

Given a PK-12 system profile, students will work in small groups to conduct a Systems Thinking Analysis with an ICS concern. Small group collaboration will culminate in ~10-min presentation answering:

1. Which social justice issue is the area of focus?
2. How does this learning organization treat the issue?
3. Using the Systems Thinking approach, what are your findings towards greater ICS?

Criteria	5pts	3pts	1pt
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Systems Identification	<ul style="list-style-type: none"> • System and its parts visually identified 	<ul style="list-style-type: none"> • System and its parts identified 	<ul style="list-style-type: none"> • System identified, but understanding its parts begs questioning
Identification of Social Justice Issue	<ul style="list-style-type: none"> • Social justice issue clearly defined and followed throughout system deconstruction 	<ul style="list-style-type: none"> • Social justice issue clearly defined and mentioned in system deconstruction 	<ul style="list-style-type: none"> • Social justice issue defined and sparsely mentioned in system identification
ICS Findings	<ul style="list-style-type: none"> • Clearly articulated and visualized throughout the presentation 	<ul style="list-style-type: none"> • Articulated and visualized throughout the presentation 	<ul style="list-style-type: none"> • Articulated or visualized throughout the presentation
Logic Model	<ul style="list-style-type: none"> • Clear and connected logic model of interconnected ecosystems for ICS 	<ul style="list-style-type: none"> • Logic model of interconnected ecosystems for ICS 	<ul style="list-style-type: none"> • Logic model is non-explanative of ICS
Systems Thinking Application	<ul style="list-style-type: none"> • Clearly identifies causal relationships and how ICS is affected • ICS leverage points identified, with clear delineation of those within your sphere of influence and those outside of your sphere • Extended thinking of how to better maximize your organization's effectiveness with ICS, as it relates to your approach 	<ul style="list-style-type: none"> • Clearly identifies causal relationships and how ICS is affected • ICS leverage points identified, with clear delineation of those within your sphere of influence and those outside of your sphere 	<ul style="list-style-type: none"> • Identifies causal relationships and how ICS is affected • ICS leverage points identified
Presentation	<ul style="list-style-type: none"> • Media presentation (e.g., slidedeck, video, sketch notes, etc.) of ~10 minutes 	<ul style="list-style-type: none"> • Media presentation (e.g., slidedeck, video, sketch notes, etc.) of notably more or less than 10 minutes 	<ul style="list-style-type: none"> • Media presentation (e.g., slidedeck, video, sketch notes, etc.) of significantly more or less than 10 minutes



Educational Administration

Signature Assignment for EDAD 625

Self as Leader: Reflective Paper

Student Learning Outcome(s) Assessed:

SLO #1: Develop a shared vision of learning that is supported by the school community.

Description of the Signature Assignment

Students will write a reflective paper on who they are as a leader. This will be accomplished via the use of leadership assessment, leadership inventory outcomes, course discussions, and outside readings. The paper will include a self-developed action plan to help guide students toward strengthening an identified growth area.

Directions for Students

Using assessments and class handouts, write a reflective paper on who you are as a leader. Identify your strengths, weaknesses, and natural tendencies.

Reflect on, identify, and discuss your leadership style, strengths, weaknesses, and qualities/attributes that are associated with the style.

Include in your paper a discussion of your personal attitudes toward the following:

- Issues of race
- Issues of class
- Issues of gender
- Issues of handicaps
- Issues of sexual orientation

Identify and discuss your personal strengths that will be beneficial in your pursuit to advocate/champion for student populations who have been marginalized (downgraded, disregarded, ostracized/treated unjustly).

As a point of reference, employ the CAPEs (California Administrator Performance Expectations) to identify your strengths and areas for potential growth.

Select a single potential growth area from the CAPEs and develop a personal action plan.

Make clear citations to text and articles shared in class. Use references throughout your paper. Organize the paper clearly, label headings of subsections, use APA.

SRDG 20201

Component	Exemplary		Satisfactory		Needs Additional Attention		Score
1)Summary/discussion of Leadership strengths, weaknesses, qualities/attributes 2)Discuss personal attitudes toward issues of race, class, gender, handicaps, and sexual orientation	1)A thorough summary of the author's strengths, weaknesses, qualities and attributes is presented. 2)Personal attitudes toward issues of race, class, gender, handicaps and sexual orientation are identified.		1)A cursory summary of the author's strengths, weaknesses, and qualities/attributes is included. 2)Personal attitudes toward issues of race, class, gender, handicaps and sexual orientation is presented. The summary lacks depth and may not address all areas noted.		1)Author merely notes/lists strengths, weaknesses, and qualities/attributes. 2)Attitudes toward issues of race, class, gender, handicaps and sexual orientation are vaguely shared. The summary lacks depth and does not address all areas noted. The reader is left with a nebulous understanding of who the reader is as a leader and attitudes possessed.		/8
	8 pts	7 pts	6 pts	4 pts	3 pts	1 pt	
Identification and discussion of assessed strengths in advocating for students who have been marginalized.	An identification and thorough discussion of the assessed strengths that will serve well in advocating for students who have been marginalized, downgraded, disregarded, treated unjustly is provided.		A discussion of assessed strengths that will assist in efforts made to advocate for students who have been marginalized, downgraded, disregarded, or treated unjustly is included. However, the discussion lacks depth and does not clearly describe how strengths will benefit the noted population of students.		Limited and/or vague written reflections as to how assessed strengths will aid in championing the noted student population.		/8
	8 pts	7 pts	6 pts	4 pts	3 pts	1 pt	
Identification of strengths and areas potential for growth selected from the CAPEs. Development of an action plan designed to acquire knowledge and/or experience in selected CAPE area.	Based on the CAPEs, an identification of strengths and areas of potential growth is made. A well-developed action plan is written which will assist in gaining the knowledge and experience needed in the selected CAPE areas. Steps and/or processes toward gaining the needed knowledge and experience are clearly documented.		Based on the CAPEs, an identification of strengths and areas of potential growth is made. An action plan is written which will assist in gaining the knowledge and experience needed in the selected CAPE areas. However, the plan lacks specific details as to how the needed knowledge and experience will be gained.		Based on the CAPEs, an identification of strengths and areas of potential growth is made. An action plan is written; however, it lacks details related to specific steps which will be employed to assist in gaining the knowledge and experience in the noted CAPE areas.		/10
	10 pts	9 pts	8 pts	6 pts	5 pts	1 pt	
Composition	The paper is clearly organized and easy to read due to clearly labeled headings of subsections, with proper APA use of citations throughout. The paper is free from grammatical and spelling errors.		This paper is clearly organized, however, it may lack readability features such as subheadings, or may have an occasional spelling, grammatical, or APA error.		This paper is not clearly organized, is lacking in readability features, and/or contains numerous APA, spelling or grammatical errors. For a "1," these errors interfere with the delivery of the content resulting in confusion for the reader.		/4
	4 pts		3 pts		2 pts	1 pt	
Total							/30 pts

Legend

Total Points	College of Education Assessment Scale Equivalent
27-30	4 (Exceeds Expectations)
24-26	3 (Meets Expectations)
21-25	2 (Meets Some Expectations)
18-20	1 (Does Not Meet Expectations)
0-19	0 (Can't Score)

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

All grades are posted under the Grades tab on Beachboard, please check it regularly to ensure you are receiving proper credit for your work.

Course Policies & Requirements

ATTENDANCE AND PARTICIPATION

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 20% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade. The CSULB Attendance Policy can be found here: [Policy Statement 17-17](#)

Your preparation and participation are central to everyone's learning, we expect you to attend each class meeting in its entirety. It is your responsibility to inform the instructor of absences in advance when possible. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to obtain the notes, assignments, and any changes to the syllabus or course calendar from a fellow student. It is also your responsibility to make up any work you may have missed. You may miss no more than one class meeting without penalty to your participation points. Advance notice must be given prior to the class meeting to avoid a point deduction. Poor attendance will hinder your progress in the class and will result in the reduction of the class participation grade. Consistent and timely attendance, including in the out-of-class meetings/activities, will play an important role in your overall participation grade. Assignments are expected to be turned in on time regardless of attendance.

This course is intended to be highly participatory and interactive. You are expected to complete all assignments (including readings) prior to each course meeting and/or online experiences. In all instances, you should be on time and prepared to engage in discussion and activities. I expect equal levels of preparation for and engagement in in- and out-of-class learning activities. You're encouraged to ask questions and contribute to the content of the course.

Norms for Course Discussion Board

The Discussion Board is an integral component of this course, and your active participation is critical to the learning environment and our collective success. We are equally responsible to contribute to the pool of knowledge. Your discussion posts and responses will be evaluated based on the responsiveness to the prompt, communication of ideas, critical thinking and analyses, and meaningful interactions with peers. As educational leaders, we will communicate with each other in a professional manner. Respectful discourse is always expected.

Please note the following guidelines when posting on the Discussion Board:

- Please post a concise response to the Discussion Board topic. Clear examples or meaningful (brief) anecdotes are valuable when they relate to the topic and provide a learning outcome.
- Please respond to at least two other postings from your classmates. What resonated with you? What did you learn? What suggestions can you make?
- Think about key takeaways when posting and reading, both to share (with your peers) and gain (from your peers)
- Please refer to course content (readings, videos, slidedeck presentations) when applicable
- When possible, be creative and have appropriate fun!

Professionalism

We see professionalism, among faculty *and* students, as foundational to creating a robust learning environment. While consistent attendance is one aspect of this professionalism, there are others that we expect to see displayed during this course as well:

- **Preparation and Engagement:** We expect everyone to come to class having read the assigned readings, given thought to questions or issues raised in the readings, and completed the assignments due for that session. We expect each student to engage with the material in a critical way and to participate in whole class and small group discussions.
- **Respect:** We expect all students to demonstrate respect for their colleagues, instructors, and themselves. This means seeking to listen and understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another even as you participate yourself.
- **Focus:** Professionalism means being present not just physically, but mentally. Please silence cell phones and be sure to use technology to support class goals during meetings (i.e., no “surfing”, no texting).

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple

- perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
 5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations, and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Late Work/Make-up Policy

Assignments are due on the date and time stated in the syllabus (including online discussions). Any item submitted after the specified time will be considered late unless you have made arrangements with me in advance. Therefore, if you have any concerns about your ability to meet a deadline, please speak with me well in advance of that date. Late assignments will be penalized one full letter grade (e.g., from 90% to 80%) for each day it's late.

Requirements for Written Assignments

All written assignments must be typed, professionally written, spell-checked, double-spaced with a standard 12-point font, 1" margins, and are due at the start of class on the due date. When references are used, they must be properly cited using a standard and consistent format. American Psychological Association (APA) format (7th Edition) is required.

The Writing Process

The ability to communicate clearly and thoroughly in writing is an essential skill for all students and for all leaders; this is especially true in the case of your dissertation. Therefore, we put a great deal of emphasis on this skill in this course. While we recognize that your thinking related to your dissertation will continue to evolve, careful writing is an important driver of that evolution. Therefore, we expect all submitted work to reflect careful editing as well as your best thinking (at that time), organization, and writing. Grammar, spelling, coherence and format (not just content) matter and will be considered in grading.

Writing is a process. No one produces a final draft in one sitting. Therefore, we strongly encourage you 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, instructors) and go through the revision process. As you review and revise your work, ask yourself these questions in order:

- Does my paper contain all required elements? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it "hang together"?)

- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

Plagiarism/Academic Integrity Policy

The University Catalog defines plagiarism as: "...the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." The concept of academic honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university policy.

Self-Plagiarism

The following policy has been adopted by the EDLD faculty to guide student practice regarding the repeated use of previously submitted student work (often referred to as "self-plagiarism"). It acknowledges that graduate study is a developmental process, where students can and should develop their work over time across multiple courses. This often means that students have the opportunity to draw on work submitted for prior courses in completing new assignments and projects. It recognizes that the research and writing processes are iterative, cumulative and dynamic. This policy does not supersede the University Policy on Cheating and Plagiarism, [found here](#):

- If students wish to use any portion of prior work in an assignment, they should consult with the instructor(s) in advance so that the instructor can approve the plan and can give proper guidance on developing the work *and* meeting the expectations of the assignment.
- Any work submitted which draws upon or uses prior coursework (at any level) or culminating experiences (e.g., thesis) should:
 - be used in a way that clearly revises, extends, or develops the original work:
 - be acknowledged (either through a citation or a footnote) appropriately, whether the work has been published (including thesis) or done as a class assignment (this includes group work, so credit is given to all authors);
 - fulfill the requirements of the assignment for a course.
- Instructors may use TurnItIn (or other related software) for course assignments.
- Any allegations of plagiarism or cheating will be resolved through the normal University protocols.

To ensure academic integrity, we may use **Turnitin** to compare your work with multiple sources. The software will report a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, we make that judgment. We encourage you to use it yourself, as a means of checking your work and preventing plagiarism. Avoid plagiarism by:

- Reviewing the [University policy](#)
- Learning about the [principles of paraphrasing](#)

Resources

The following may be useful resources as you go through the semester:

- [Academic Technology Services Resources for Students](#) (including links to BeachBoard Help and Software Depot)
- [ITS Help Desk on Learning Remotely](#)
- [Graduate Student Resource Center](#)

University Withdrawal Policy

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](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Support for Basic Needs

If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep,

and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at [csulb.edu/basic needs](https://csulb.edu/basic-needs). To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2 We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.

Course Calendar

Session 1: August 30 – September 5 Synchronous Class Meeting: Tuesday, August 31, 5:45 – 8:30 p.m.	
Topics	Focusing on Equity (SLO 1/CAPEs 1A.1, 1A.4, 1A.6) <ul style="list-style-type: none"> • How will this course impact my leadership journey? • What does your professional mission/vision reflect? • What are Integrated Comprehensive Services (ICS)?
Readings	<input type="checkbox"/> Frattura & Capper: Preface & Introduction
Discussion Board	Respond to Session 1 Prompt <ul style="list-style-type: none"> <input type="checkbox"/> Initial Post by Monday, August 30 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, September 3 at 11:59 p.m.
Assignments Due	Bring (access) to your school's/organization's vision and mission statements
Assignments To Do	<input type="checkbox"/> Glanz: Appendices A & B <ul style="list-style-type: none"> • Due via Dropbox Monday, September 6 at 11:59 p.m. <input type="checkbox"/> Identify your school's/organization's guiding document(s) for access

Session 2: September 6 – September 12 Synchronous Class Meeting: Tuesday, September 7, 5:45 – 8:30 p.m.	
Topics	Leadership for ICS and Social Justice (SLOs 1, 2 & 6/ CAPEs 1A.1, 1A.4, 1A.5, 1A.6, 5A.4) <ul style="list-style-type: none"> • How do the guiding documents align with the mission/vision? • To what extent are there Integrated Comprehensive Services? • What is Systems Thinking?
Readings	<input type="checkbox"/> Frattura & Capper: Cornerstone 1 (pp. 1-58)
Discussion Board	Respond to Session 2 Prompt <ul style="list-style-type: none"> <input type="checkbox"/> Initial Post by Monday, September 6 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, September 10 at 11:59 p.m.
Assignments Due	Bring (access) to your school's/organization's guiding document(s)
Assignments To Do	<input type="checkbox"/> Frattura & Capper: Table 1.2 and Table 2.1 <ul style="list-style-type: none"> • Due via Dropbox Monday, September 13 at 11:59 p.m. <input type="checkbox"/> Assignment #1: Mission/Vision Analysis

Session 3: September 20– September 26 Asynchronous: Tuesday, September 21, 5:45 – 8:30 p.m.	
Topics	Systems Thinking (SLO 2/CAPE 1A.5) <ul style="list-style-type: none"> • What is Systems Thinking? • How can Systems Thinking be applied to positively impact your learning organization's ICS?

Readings	<input type="checkbox"/> Frattura & Capper: Cornerstone 2 (pp. 59-112)
Discussion Board	Respond to Session 3 Prompt <input type="checkbox"/> Initial Post by Monday, September 20 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, September 24 at 11:59 p.m.
Assignments Due	Assignment 1: Mission/Vision Analysis <ul style="list-style-type: none"> • Due via Dropbox Monday, September 20 at 11:59 p.m.
Assignments To Do	<input type="checkbox"/> Frattura & Capper: Table 5.3 <ul style="list-style-type: none"> • Due via Dropbox Monday, September 27 at 11:59 p.m. <input type="checkbox"/> Systems Thinking Presentation

Session 4: September 27 – October 3	
Synchronous Class Meeting: Tuesday, September 28, 5:45 – 8:30 p.m.	
Topics	ICS for Social Justice (SLOs 1, 2 & 3/CAPEs 1A.1, 1A.4, 1A.5, 1A.6, 3B.3) <ul style="list-style-type: none"> • How can we use Systems Thinking for greater ICS? • How are we aware of our blindspots for greater inclusivity?
Readings	<input type="checkbox"/> Frattura & Capper: Cornerstone 3 (pp. 113-190)
Discussion Board	Respond to Session 4 Prompt <input type="checkbox"/> Initial Post by Monday, September 27 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, October 1 at 11:59 p.m.
Assignments Due	None
Assignments To Do	Systems Thinking Presentation

Session 5: October 11 - October 17	
Synchronous Class Meeting: Tuesday, October 12, 5:45 – 8:30 p.m.	
Topics	Leadership for Social Justice (SLOs 2, 3 & 5/CAPE 1A.5, 3B.3, 5A.2) <ul style="list-style-type: none"> • How can Systems Thinking be applied to positively impact your learning organization's ICS? • How do resources best support ICS?
Readings	<input type="checkbox"/> Frattura & Capper: Chapter 2 (pp. 27-40) <input type="checkbox"/> Glanz: Part 1 (pp. 17-78) <input type="checkbox"/> Frattura & Capper: Cornerstone 4 (pp. 191-235)
Discussion Board	Respond to Session 5 Prompt <input type="checkbox"/> Initial Post by Monday, October 11 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, October 14 at 11:59 p.m.
Assignments Due	Systems Thinking Presentation
Assignments To Do	None

Session 6: October 18 - October 24 Asynchronous: Tuesday, October 19, 5:45 – 8:30 p.m.	
Topics	Leadership Theories in the Context of 21st Century Schools (SLO 4/CAPEs 5A.1, 2A.1) <ul style="list-style-type: none"> • Which are core leadership theories? • What are leadership frameworks and standards?
Readings	<input type="checkbox"/> CAPEs <input type="checkbox"/> CSPELs <input type="checkbox"/> Glanz: Introduction (pp. 1-15)
Discussion Board	Respond to Session 6 Prompt <ul style="list-style-type: none"> <input type="checkbox"/> Initial Post by Monday, October 18 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, October 22 at 11:59 p.m.
Assignments Due	None
Assignments To Do	None

Session 7: October 25 - October 31 Synchronous Class Meeting: Tuesday, October 26, 5:45 – 8:30 p.m.	
Topics	Leadership Styles and Inventories (SLOs 3, 4 & 6/CAPEs 2A.1, 3B.3, 5A.1, 5A.4) <ul style="list-style-type: none"> • What leadership style do you embody? • Which virtues should all leaders possess? • Which leadership style(s) is/are needed in your learning environment?
Readings	<input type="checkbox"/> Glanz: Part 2 (pp. 83-142) <input type="checkbox"/> CAPEs <input type="checkbox"/> CSPELs
Discussion Board	Respond to Session 7 Prompt <ul style="list-style-type: none"> <input type="checkbox"/> Initial Post by Monday, October 25 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, October 29 at 11:59 p.m.
Assignments Due	<input type="checkbox"/> Leadership Inventories <ul style="list-style-type: none"> • Due via Dropbox Monday, October 25 at 11:59 p.m.
Assignments To Do	Assignment #3, Leadership Assessment Reflection <ul style="list-style-type: none"> <input type="checkbox"/> Presentation <input type="checkbox"/> Paper

Session 8: November 8 - November 14 Asynchronous: Tuesday, November 9, 5:45 – 8:30 p.m.	
Topics	Personal Leadership Development (SLOs 3, 4, 5 & 6/CAPEs 2A.1, 3B.3, 5A.1, 5A.2, 5A.4) <ul style="list-style-type: none"> • How can we model and enhance leadership virtues?

	<ul style="list-style-type: none"> • How do we continually achieve personal and professional ethics?
Readings	<input type="checkbox"/> Glanz: Part 3 (pp. 143-190)
Discussion Board	Respond to Session 8 Prompt <input type="checkbox"/> Initial Post by Monday, November 8 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, November 12 at 11:59 p.m.
Assignments Due	None
Assignments To Do	Assignment #3, Leadership Assessment Reflection <input type="checkbox"/> Presentation <input type="checkbox"/> Paper

Session 9: November 29 - December 5 Synchronous Class Meeting: Tuesday, November 30, 5:45 – 8:30 p.m.	
Topics	Personal Leadership Development (SLOs 3, 4, 5 & 6/CAPEs 2A.1, 3B.3, 5A.1, 5A.2, 5A.4) <ul style="list-style-type: none"> • How can we best assess our leadership strengths and areas of growth? • How do we mitigate the blindspot of privilege?
Readings	<input type="checkbox"/>
Discussion Board	Respond to Session 9 Prompt <input type="checkbox"/> Initial Post by Monday, November 29 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, December 3 at 11:59 p.m.
Assignments Due	None
Assignments To Do	Assignment #3, Leadership Assessment Reflection <input type="checkbox"/> Presentation <input type="checkbox"/> Paper

Session 10: December 6 - December 12 Synchronous Class Meeting: Tuesday, December 7, 5:45 – 8:30 p.m.	
Topics	Personal Leadership Development (SLOs 1-6) <ul style="list-style-type: none"> • Reflecting on class topics, how has my social justice leadership lens changed?
Readings	None
Discussion Board	Respond to Session 10 Prompt <input type="checkbox"/> Initial Post by Monday, December 6 at 11:59 p.m. <input type="checkbox"/> Responses by Friday, December 10 at 11:59 p.m.
Assignments Due	Leadership Reflection Summary Presentation
Assignments To Do	Assignment #3, Leadership Assessment Reflection Paper <ul style="list-style-type: none"> • Due via Dropbox Monday, December 13 at 11:59 p.m.

Syllabus and Course Calendar

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

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