



CALIFORNIA STATE UNIVERSITY LONG BEACH

EDUCATIONAL LEADERSHIP DEPARTMENT

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 2020 Department of Educational Leadership Educational Administration Program

Course Information

Instructor: Dr. Stephen R. D. Glass <i>Distinguished Faculty in Residence</i> Educational Leadership Department College of Education	Email: Stephen.Glass@csulb.edu
Virtual Office Hours Days/Times: Schedule an appointment at: calendly.com/drstephenrdglass	Office Hours Zoom Link: https://csulb.zoom.us/my/drglass
Class Days/Times: 09/01/20, 09/08/20, 09/22/20, 09/29/20, 10/13/20, 10/20/20, 10/27/20, 11/10/20, 11/17/20, 12/01/20, 12/08/20 – 5:45 pm to 8:30 pm	Class Zoom Link: To be sent to you via email

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

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.

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)

Additional Useful Texts

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

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

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 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 an up-to-date, 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. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

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 is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

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. It is best to contact me by email to arrange a time to meet or to ask questions.

Course Evaluation Components and Grading

Assignment #1 Mission and Vision Analysis (20 points) Due 10/13/2020

Students will conduct an analysis of a school's mission and vision and examine the extent to which all groups are included. Students' analysis should include:

1. Overview and background including underlying assumptions and rationales for the stated mission and vision.
2. Analysis of how the programs, activities, courses, and other plans of the school actually carry out the school's mission and vision.
3. Students will 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. Students will then create their own mission and vision communication plan.

Assignment #2 Group Case Study Presentation (30 points) Due 10/27/2020

Using the frameworks for analysis (e.g. Bolman & Deal's 4 frames) provided in course texts along with course readings and other materials presented in class, examine a case study (in a collaborative group) and provide an analysis that includes leadership implications from the case including an analysis of the scenario from a systems thinking perspective.

Assignment #3 Self as Leader Reflective Paper (Signature Assignment) (30 points)

Due 12/1/2020

Using the leadership inventories provided in class, students will write a reflective paper on who they are as leaders. Students will identify their attitudes toward issues of race, class, gender, handicaps, and sexual orientation. They will 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.

Assignment #4 Class Participation (20 points) **Ongoing**

Assignments at-a-glance

Assignment	Due date	% of grade
1. Mission and Vision Analysis	10/13/2020	20
2. Group Case Study Presentation	10/27/2020	30
3. Self as Leader Reflective Paper (Signature Assignment)	12/1/2020	30
4. Class Participation	Ongoing	20

All assignments are due on BeachBoard by 11:59pm on the due date. 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.

Course Grading and Grading Scale

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

Course Policies & Requirements

Attendance and Participation

Attendance 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](#)

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).

Late Work/Make-up Policy

This course requires students to work both independently and jointly. Students must adhere to timelines to successfully complete the projects. Priority for review and feedback will be given in the order that the assignments were received. Students who miss more than one deadline must schedule an individual meeting with the instructor within one week of the missed deadline.

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 (6th 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 taken into account 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

We expect that all material submitted as part of any class exercise, in or out of class, is your actual work and is properly documented. 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 EDD program faculty to guide student practice regarding the repeated use of previously submitted student work (often referred to as “self-plagiarism”). It acknowledges that doctoral 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, or in completing their dissertations. 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 cited appropriately, if the work has been published (including thesis);
 - fulfill the requirements of the assignment for a course.
- Instructors will 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 will 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](#)

We have set up the dropbox system in BeachBoard to allow you to submit drafts of your work and assess the integrity of the work on your own; however, that work will **NOT** be included in the Turnitin database, so as not to interfere with work you may eventually be a part of your work in the future. *We encourage you to use this feature to diagnose your own work and fix any issues before submitting drafts to us.*

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

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.

Syllabus and Course Calendar Changes

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.

Course Calendar – Topics

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

Class	Date	Topic(s)	Reading Due	Assignment(s) Due
1	9/1/2020	<ul style="list-style-type: none"> • Introductions • Establish Norms • Course Overview • Introduction to the CCTC Standards 	NA	NA
2	9/8/2020	<ul style="list-style-type: none"> • Focusing on Equity • What is Integrated Comprehensive Services? • Developing a School Mission 	Frattura & Capper Chapter 1	Bring a copy of your school's mission & vision statement
3	9/22/2020	<ul style="list-style-type: none"> • Establishing Equitable Structures 	Frattura & Capper Chapter 2 & 3	
4	9/29/2020	<ul style="list-style-type: none"> • Providing Access to High Quality Teaching & Learning 	Bolman & Deal Chapters 1 & 2	
5	10/13/2020	<ul style="list-style-type: none"> • What is Effective School Leadership? • The Four Frames: An Introduction • Leadership Theories 	Bolman & Deal Chapters 3 - 5	Mission and Vision Analysis Due on BeachBoard
6	10/20/2020	<ul style="list-style-type: none"> • The Structural Frame • Organization and Structure 	Bolman & Deal Chapters 6 – 8	
7	10/27/2020	<ul style="list-style-type: none"> • The Human Resource Frame • People as Assets 	Bolman & Deal Chapters 9 - 11	All Group Case Study Documents Due on BeachBoard
8	11/10/2020	<ul style="list-style-type: none"> • The Political Frame • Importance of Political Connections • How to Leverage Support for Students 	Bolman & Deal Chapters 12 - 14 Anderson: pgs. 37 -72	Group Case Study Presentation
9	12/1/2020	<ul style="list-style-type: none"> • The Symbolic Frame • Creating a Unified System for All to Get Behind 		Self as Leader (Signature Assignment) Due on BeachBoard Group Case Study Presentation
10	12/8/2020	<ul style="list-style-type: none"> • Culmination of all course objectives. 		

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