DELEJ

DOCTORATE IN EDUCATIONAL LEADERSHIP FOR EQUITY AND JUSTICE

EDD 703:

Complex Organizations Designed for Diversity, Equity, Inclusion, and Accessibility

(3 units)

Instructor: Dr. Tiina Itkonen

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Office Hours:

Zoom Room for online office hours

School of Education Mission:

Our Mission: The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally-competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

Nuestra misión: La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.

Part 1: Course Information

Course Description:

This course examines modern theories of complex organizations and applies them to educational institutions in diverse communities. Theories of classic management, bureaucracy, psychology of organizations, politics of internal and external organizational spaces, the culture of organizations, and organizational change processes will be examined. Students apply the theories to their own problem-of-practice to be able to design and facilitate equity-minded, transformational systemic changes.

Course Structure:

Asynchronous Modules which are self-paced and consist of independent assignments and group discussion assignments. Students complete all Module readings and assignments by no later than due dates. Modules are sequenced, some do not open before the prerequisite Modules are finished.

Time Commitment Expectation

The CSU policy calculates a 3-unit class as 3 hours a week of in-class time (in-person or online) plus minimum of 6 hours weekly (9 recommended weekly), outside of the class session on reading, watching taped lectures, completing assignments, and other preparation work completed by the students on their own for deep learning. In order to keep up with and pass this class, these hours are factored for this course. The CSU credit hour definition is consistent with federal law (600.2 and 600.4 revised July 1, 2020) and the requirements of the WSCUC." Memo from CSU Chancellor Office, December 21, 2020

Required Readings:

Core text (available as an e-book from Broome Library): Bolman, L. & Deal, T. (2017). *Reframing organizations: Artistry, choice and leadership.* San Francisco: Jossey-Bass**.**

Required readings available electronically:
Cox, A. (2017). Cohorts, "siblings" and mentors: Organizational structures and the creation of social capital. *Sociology of Education, 90*(1), 47-63.

Fisher, R., & Ury, W. (2011). *Getting to yes.* 3rd Edition. Penguin Books.

Gallagher, A., & Thordarson, K. (2018). *Design thinking for school leaders.* Alexandria, VA: The Association for Supervision and Curriculum Development. Chapter 1.

Harklau, L. (2016). Bureaucratic Dysfunctions in the Education of Latino Immigrant Youth. *American Journal of Education, 122(4),* 601-627.

Hall, G. & Hord, S. (1987). *Change in schools: Facilitating the process.* New York: State University of New York Press, Chapters 2 and 3.

Wilson, J. (1989). *Bureaucracy: What government organizations do and why they do it.* Basic Books, pp. 32-48 and 90-110.

Part 2: Student Learning Outcomes

Upon successful completion of the course, students will be able to:
1. Discuss how multiple theories of organizations explain influences, structures, and practices within the context of contemporary California schools; (PLO 1)
2. Apply conceptual frameworks to systematically examine school leadership and institutional influences in a diverse educational institution; (PLO 2)

3. Analyze an organizational structure for assets, capacity for systemic change, and level of coherence; (PLO 2)
4. Analyze how leadership in educational systems approach and shape the culture of a school, its vision and instructional practices; (PLO 1, 2)
5. Analyze how an organizational structure addresses equity and inclusion for minoritized groups, including students from diverse cultural, ethnic, linguistic, and ability backgrounds; (PLO 1)
6. Apply conceptual frameworks to own problem of practice to analyze it from multiple organizational theory lenses; (PLO 1, 2, 3)
7. Create an action plan of goals, strategies, interventions, and recommendations developed from students' own study findings, in order to move the context toward equitable, socially just outcomes (PLO 1, 2, 3)

Associated Program Learning Outcomes:

1. Apply knowledge of equity, ethics, and social justice to bring about solutions to complex problems of practice by addressing issues of diversity, equity, and opportunity, including attention to special populations.
2. Apply modern theories of management of complex organizations to education by constructing and applying knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Utilizing field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions by navigating political, legal, and historical contexts affecting local, state, and federal educational policy and decision-making.

Part 3: Topic Outline/Schedule

Overview of Learning Modules

(Subject to change with notice, check Canvas regularly):

Module 1: Introduction to organizational four-frame framework (SLO 1)

Module 2: Structural frame (SLO 1,2, 5)

Module 3: Production v. coping organizations; goals v. tasks and implications for change (SLO 1, 2, 5)

Module 4: Psychology of organizations frame (SLO 1, 2, 5, 6)

Module 5: Political frame: External and internal political spaces (SLO 1, 2, 5, 6)

Module 6: Cultural frame (SLO 1, 2, 5, 6)

Module 7: Theories of bureaucracy: frontline employees and situational authority (SLO 1, 2, 5, 6)

Module 8: Change processes: Stages of concern and negotiation (SLO 3, 4, 5, 6)

Module 9: Integration of all frameworks (SLO 6)

Module 10: Synthesis and prototype of findings (SLO 6)

Module 11: Action planning for equity-minded transformational change (SLO 7)

Course Schedule and Due Dates

All check-for-understanding assignments and discussion forums are linked in the Modules. Assignments are due on Sundays at 11:59pm (which is midnight Canvas time).

Week 1

- Modules 1 and 2

Week 2

- Module 3, Begin Module 4

Week 3

- Module 4

Week 4

- Module 5 and 6

Week 5

- Module 7 and 8

Week 6

- Module 9 and 10

Week 7

- Module 11

Week 8

- Signature assignments 1 and 2 due

Part 4: Assignments and Grading Policy

Check Canvas regularly for announcements.

Signature Assignment(s) (there are two):

You will meet the objectives through a combination of classroom activities, online discussions and reflections, and the following **Signature Assignments**. Each signature assignment will have a scoring rubric provided by the professor on CI Learn.

Signature Assignment #1 – Case Study Analysis Paper

Identify a systemic problem/issue at your employment site and frame it using information from class readings and discussions. Provide baseline data on this issue and a relevant context. Using a Four Frames Analysis, identify key systemic issues and elements (people,

policies, structures, routines etc) that affect the issue. Link the issue to theory (frames, stages of concern, theories of bureaucracies and front line operators).

- ○ Frame an issue
- ○ Provide a relevant context (rich enough in detail that you can work with the case study)
- ○ Analyze the case study issue/organization using conceptual frameworks examined in class (Four Frames, Wilson's theory on bureaucracies and front-line operators, stages of concern)
    - ● Include a synthesis and provide a visual model from all frames and theories

Write up as a graduate level academic paper using APA 7 style. **Grading is based on the depth of analysis using theoretical, conceptual perspectives. Graduate writing rubric is used for grading.**

Signature Assignment #2 – Action Plan (only after analysis progress is approved)

Based on your analysis in Signature Assignment #1, identify and develop a *short-term action plan and a long term advocacy/action plan* that addresses the

1. systemic issues and elements underlying the issue,
2. includes all stake holders.

Identify the intended audience, and write up an action plan accordingly (supervisor, administrator, colleagues, parents etc.). Integrate the theory into you plan. Describe key stake holders and how you would involve them in the buy-in process of recognizing the issue as a "problem," (stages of concern) and in the long term action plan as a facilitative leader committed to shared decision making.

Grading is based on the depth of the plan and connections to the analysis (including theory).

Write up the plan in an action plan format. Connect to your analysis paper (theory). Differentiate between an action plan and long term plan. Example:

ISSUE/ ELEMENT	Outcomes (measurable)	How to get there (tasks)— actions	*Connection to Theory (and page #)*	People responsible for each task	Assessment —how will we know if we got there

Short term action plan: Long term [advocacy] plan:					

Other Smaller Assignments

Online check for understanding assignments

As directed on Canvas. These check the understanding of the taped lectures which support the chapters. They also build toward the two signature assignments; the case study analysis paper and action plan

Discussion forums

Film analysis

Peer review

Provide feedback on a peer's draft (wherever the peer is at in writing). Professor assigns the pairs.
- APA and overall writing (mechanics, transitions, grammar, etc)
- Content of 4-frame analysis

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned as follows:

A+	98-100%	C+	77-79%
A	93-97%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	0-59%

Part 5: Technology:

How to Access the Course and Get Started:

- Log into MyCI: http://myci.csuci.edu
- Click on CI Learn
- Under "My Courses," locate our course and click on it.
- This will take you to the course home page. View the announcement on the homepage and proceed to the "Start Here" area.

Technology Requirements and Support:

1. A computer (with a webcam) and access to the internet and a quiet place to record. A USB microphone like Logitech is strongly encouraged.
2. Google Chrome (web browser).
3. You might use a web-based tool called VoiceThread in this class. For an orientation to VoiceThread and support tutorials, please click here.

If You Have Technical Problems:

Follow these steps:

1. Clear your browser's cache
2. Try a different browser (Chrome, Firefox, Safari)
3. Shutdown and restart your computer
4. If your problems persist, contact the University Help desk helpdesk@csuci.edu or 805-437-8552

Part 6: University Policies

Academic Writing

Students are encouraged to make appointments with a Graduate Writing Studio (GWS) instructor for one-on-one or small-group coaching on the graduate level academic writing skills you are working to develop. GWS instructors are prepared to support your development in the areas you identify—from basic writing skills (e.g., correct mechanics of sentence structure, grammar, spelling, punctuation) to correctly formatting APA citations and references, to identifying a relevant and appropriately bounded thesis topic, to developing a concise problem statement defending that thesis topic as relevant and appropriate, and more.

Please refer to our Academic Writing guidelines in Canvas.

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, using AI-generated work as one's own, plagiarism (using someone else's writing as one's own), and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess. Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs, Dean of Students. Upon review, academic dishonesty can result in failing the assignment, failing the course, or in serious cases, being dismissed from the program.

This course will adhere to CSUCI's academic dishonesty policy.

Accommodations for Students with Disabilities

Disability Statement: If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of need: Apply for services. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Viewing Grades in CILearn (optional)

Points you receive for graded activities will be posted to the CILearn Grade Book. Click on the My Grades link on the left navigation to view your points.

I will update the online grades each time a grading session has been complete—typically within the week following an assignment's due date. You will see a visual indication of new grades posted on your CILearn home page under the link to this course.

Incomplete Policy

Under emergency/special circumstances, you may petition for an incomplete grade. An incomplete will only be assigned if a serious and compelling reason prohibits your ability to complete all course assignments during the expected timeframe of the semester. Incomplete course assignments must be completed within 1 year of the original beginning date of the course.

Civil Discourse

NOTE: I take this policy seriously and make no exceptions. I will have zero tolerance for deviations from a civil discourse.

Non-protected speech (meaning it is not protected under 1st Amendment) includes hate speech, obscenity, defamation, fraud, incitement, and threats. Symbolic speech--non-verbal speech such as symbols or gestures--is also not protected if it is hateful, threatening, obscene, or perceived as creating an unsafe/threatening learning environment by me or a student.

All Candidates, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to "engage in informed discourse and express a diversity of opinions freely and in a civil manner" (language from Academic Senate Resolution SR 16-01, Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, Candidates whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action: Candidates that disrupt this course may receive a verbal and written warning from the instructor and/or they may be referred to the Dean of Candidates office for further review and possible disciplinary action.

Time Commitment

The CSU policy calculates a 3-unit class as 3 hours a week of in-class time (in-person or online) plus minimum of 6 hours weekly (9 recommended weekly), outside of the class session on reading, watching taped lectures which is a "flipped class" instructional model, completing assignments, and other preparation work completed by the students on their own for deep learning. In order to keep up with and pass this class, these hours are factored for this course.

The CSU credit hour definition is consistent with federal law (600.2 and 600.4 revised July 1, 2020) and the requirements of the WSCUC." Memo from CSU Chancellor Office, December 21, 2020

Title IX and Inclusion

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077.

Part 7: Course Policies

Note: Course policies are subject to change. It is the student's responsibility to check CILearn for corrections or updates to the syllabus. Any changes will be posted in CILearn.

Attendance, Preparation, and Participation

Students are expected to begin and finish the Modules in the time frame suggested. It is not possible to pass this class without completing the readings. For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.

Communication Policy

Please email me your questions or concerns, tiina.itkonen@csuci.edu. I will respond within no later than 2 business days Monday-Friday during most weeks. In your email subject line, include EDD 703 and a brief title of what the email is about. Refer to the Netiquette on other email policies.

Use problem solving—check Canvas announcements, due dates, and the syllabus for answers to logistical questions before emailing me. Consult the technical support and troubleshooting information for any technical issues you may encounter.

Academic Dishonesty Policy

I take th university academic dishonesty policy seriously. If you are unclear whether something constitutes plagiarism or other form of academic dishonesty, please contact the librarian Dr. Harris or me.

Academic Writing

Students are encouraged to make appointments with a Graduate Writing Studio (GWS) instructor for one-on-one or small-group coaching on the graduate level academic writing skills you are working to develop. GWS instructors are prepared to support your development in the areas you identify—from basic writing skills (e.g., correct mechanics of sentence structure, grammar, spelling, punctuation) to correctly formatting APA citations and references, to identifying a relevant and appropriately bounded thesis topic, to developing a concise problem statement defending that thesis topic as relevant and appropriate, and more.

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Attendance, Preparation, and Participation

Attendance and participation in an asynchronous course means being present on Canvas–completing the readings, participating in discussions, turning in assignments, responding to feedback, and otherwise engaging in the course. For absences with extenuating

circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.

Late Work

All assignments for this course will be submitted electronically through CILearn unless otherwise instructed. Assignments must be submitted by the due date unless a late submission is requested and approved by the instructor. A 10% reduction in points may be taken out of equity. For an extenuating circumstance though such as illness or acquired disability, please contact me.

Any assignment originally submitted on time may be revised, resubmitted, and re-evaluated with eligibility for full credit based on general feedback provided on the original submission.

Instructor Communication Policy

Please email me your concerns and questions, I will respond within 24 hours Monday-Friday. I may not be available to respond on a weekend, but please leave a message and I will respond on Monday. If you would like to set up an in-person or Zoom meeting, please email me and we will find a time.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned as follows:

Online Etiquette

All learners in this course are expected to abide by our community ground rules and Netiquette.. Also refer to the Civil Discourse policy of the CI campus (below).

Preferred Pronouns

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center

Viewing Grades in CILearn (optional)

Points you receive for graded activities will be posted to the CILearn Grade Book. Click on the My Grades link on the left navigation to view your points.

I will update the online grades each time a grading session has been complete—typically within the week following an assignment's due date. You will see a visual indication of new grades posted on your CILearn home page under the link to this course.

Part 8: Student Services

Library Research Resources:

Library Instruction and Resources

Direct Student Support for School of Education: Dr. Colleen Harris

Email: Colleen.harris@csuci.edu; Phone: (805) 437-3140

The Library offers 24/7 chat assistance.

Writing and Multi-literacy Center:

Request a tutor for doctoral studies when making an appointment.

Make an appointment with a Graduate Writing Tutor, explain you are a doctoral student

Basic Needs @ CI

If you face challenges securing food, housing, or other basic needs, you are not alone, and CSUCI wants to help during this time of crisis. One helpful resource is the community of staff available through the Basic Needs Program (BNP) located on the first floor of Arroyo Hall, Room 114. Students can call 805-437-2067, email basicneeds@csuci.edu, or drop in during open hours and talk with a BNP student assistant or professional staff member for resources, ideas, and strategies connected to basic needs challenges. Students can complete a referral form to request services for themselves or others at Basic Needs. The BNP is known for the Dolphin Pantry located at Arroyo Hall 114, but there are other resources available and staff who can help you work through housing insecurity or displacement as well as financial insecurity. Undergraduate students living in California are especially encouraged to explore CalFresh (grocery money each month for eligible students) as a resource. Domestic undergraduate students living in California are likely to be eligible for CalFresh and BNP staff are skilled with helping students navigate this process.

Please also notify your instructor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, check out Campus Tutoring.

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist Candidates in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support.

CAPS can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit the CAPS website.

Digitally Accessible Course Materials--ALLY

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on

making digital course content more accessible to all Candidates. You will now be able to [download most course files in the format that fits best with your learning needs](); PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit [Ally Support]().

Should you have any questions or experience issues while using ALLY, please contact Shared Services Solution Center at (805) 437-8552. Send a screen shot of the problem you have!

Inclusive Student Services

Veterans Affairs

Student Spaces on Campus

- **The Latin X Cultural Center** is in Bell Tower 1524
- **the Black Cultural Center is located** in Bell Tower 1506
- **Social Justice, Equity & Inclusion Center** (formerly Multicultural Dream Center) is in Bell Tower 1538

ALIGNMENT WITH CPED FRAMEWORK AND PROGRAM OUTCOMES