



DELEJ

DOCTORATE IN EDUCATIONAL LEADERSHIP FOR EQUITY AND JUSTICE

EDD 706 Educational Reforms Designed for Equity



INSTRUCTOR: Charles Weis, Ph. D.

EMAIL: charles.weis@csuci.edu

PHONE: (805) 437-2060

VIRTUAL OFFICE: :ZOOM Room via your computer/cell phone/tablet by appointment <https://csuci.zoom.us/my/dr.weis> - the Zoom room is available in Canvas

Welcome!

I am looking forward to being your online instructor. I realize that each of you are full-time working professionals, therefore, I have designed this course to challenge you and add to your knowledge of educational reform leadership and social justice while not overwhelming you. To the extent possible, please try to make the content of this course relevant to your work and doctoral study. In order for this to be a great class for all of us, I need you to understand the importance of keeping me informed of your needs and challenges. Please read my instructor communication policy below.

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.*

COURSE DESCRIPTION:

This course examines the knowledge base of theories and grounded research that critique past and current educational reforms in the United States. Special attention will be paid to the theoretical frameworks that guided reforms, the work of professional practitioners, and the intended and unintended impacts on minoritized students, families, organizations, and communities. Knowledge acquired will be a basis for designing meaningful solutions to complex problems of practice that align theory and practice to focus on achieving social equity.

CORE ELEMENTS:

Systematic Educational Reform, Visionary Leadership, Complexity in Organizations, Collaborative Management, Diversity and Equity, Educational Policy Environments, Educational Accountability, School and Campus Cultures, Curriculum and Instructional Reform, Communications and Governmental Relations, Assessment and Evaluation, Research, Professional Practice.

PROGRAM STUDENT LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

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.
4. Navigate political, legal, and historical contexts affecting local, state, and federal educational policy and decision-making by utilizing field-based opportunities to analyze problems of practice and using multiple frames to develop meaningful solutions.
5. Develop a professional knowledge base that integrates both practice and research, which links theory with systemic and systematic inquiry for achieving reform and improvement within California's P-12 or community college/post-secondary education institutions.

COURSE STUDENT LEARNING OBJECTIVES:

Upon completion of this course students will be able to:

1. Differentiate between educational reform and educational change as described by Higher Education and P-12 leaders in the field;
2. Examine the reasons behind the successes and failures of educational reform;
3. Examine literature on educational reform;
4. Examine the dynamics, contexts, and forces affecting educational reform;

- 5. Develop strategies and skills needed to be a leader of educational reform;
- 6. Lead a collaborative team, with diverse perspectives, to positively affect student learning at either the Pre-K-12 or Post-secondary education level;
- 7. Use the concepts of Adaptive, Transformational and/or Change Leadership to analyze and implement reform to accommodate local needs and resources.

ADMINISTRATOR DISPOSITIONS:

The faculty of the DELEJ fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and lifelong learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

Required Books and Materials

David, J. & Cuban, L. (2010) *Cutting Through the Hype: The Essential Guide to School Reform*. Cambridge, MA: Harvard Education. ISBN 978-1-934742-70-9

Fullan, M. & Quinn, J. (2016). *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. Thousand Oaks, CA: Corwin. ISBN 978-1-4833-6495-7

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business. ISBN: 978-1-4221-0576-4

Other readings are provided in Canvas by the professor.

Course Organization

The course structure includes content modules, assignments, Canvas collaborate sessions, and ongoing communications.

Content Modules

The course consists of the following modules:

Module 1: Introduction to Educational Reform: Differentiate between educational reform and educational change as described by Higher Education and P-12 leaders.

Module 2: Analyze the reasons behind the successes and failures of educational reform.

Module 3: Examine literature on educational reform and the dynamics, contexts, and forces affecting educational reform.

Module 4: Adaptive Leadership: Develop strategies and skills needed to be a leader of educational reform.

Module 5: Change Leadership and Building Coherence: The Right Drivers in Action.

Module 6: Leading a collaborative team, with diverse perspectives, to positively affect student learning at either the Pre-K-12 or Post-secondary education level.

Module 7: Use the concepts of Adaptive and Change Leadership to analyze reform.

Module 8: Develop meaningful solutions to a complex problem of practice that aligns theory and practice to focus on achieving social equity.

Each module will be available on Canvas in Modules. Each module consists of a topic overview, readings/other media, assignments, and a scoring rubric for each assignment. Module assignment due dates are provided in the Assignment and in the Canvas Calendar.

Zoom Sessions and Office Hours

Office Hour Zoom sessions will be on Thursdays from 3:00 to 4:00 PM or by request. Other planned Zoom sessions will be conducted through Canvas over the course of the semester. The Zoom sessions are provided to give you real-time video-based discussions of course materials and opportunity to ask questions and share ideas with your classmates. Before each session, you should test access from the computer you will be using at the time of the session. For technological issues contact the University Help desk helpdesk@csuci.edu or 805-437-8552. Students are responsible for being familiar with the Zoom ground rules provided on the syllabus below. All Zoom sessions will be recorded for viewing by students who cannot attend planned sessions.

INSTRUCTOR COMMUNICATION POLICY:

The instructor can be reached in several ways. An **Ask and Answer forum in Discussion Board** is provided for this course. If you have specific questions, please post them to this forum. Your course colleagues will benefit from your questions, and everyone should attempt at answering posted inquiries and comments. **General questions should be submitted via Canvas in Ask and Answer Discussion Board and not by email. Assignments submitted via email will not be accepted.** All correspondence needs to be conducted via Canvas, except for requests of a personal nature. Due to competing commitments, the instructor may not be able to answer your questions 24/7, but if you have a personal question (that you do not want to share with your classmates) submitted by text or email, I will try my best to respond to you within 24 hours. In general, Discussion Board and email submissions will be answered within 48 hours.

GRADING:

1. All assignments are detailed within the Modules section of Canvas and include scoring rubrics to guide student preparation.

2. There will be regular reading assignments, in module assignments, journal assignments and other activities in the modules. A more detailed description of the readings, and the writing associated with those readings will be posted on Canvas and will be designed in online modules with specific directions. For written work and presentations in the online assignments, the accuracy of the presentation of the material, the depth of analysis, and the cogency of the argument will constitute most of the grade (see rubric for each assignment). Correct grammar and punctuation is expected. Papers with substantially incorrect grammar, and papers that do not follow APA may be returned (for an incomplete grade) or marked down.
3. Development of a written and oral presentation for the selected case study project in collaboration with other cohort members shall include a literature review, research questions, methodology, findings, analysis and implications for practice (see rubric). The presentation will be given in a Zoom webconference setting with various people invited to be the audience. The audience may consist of professors, practitioners and other interested parties.
4. Personal growth and reflection papers reporting your learning and growth during class and during the group work of the case study project **cannot be written until after viewing the case study Zoom conference.**

5. There are a total of 100 points for this course.

- ❖ To earn an A, you will need to attain 90-100 points.
- ❖ To earn a B, you will need to attain 80-89 points
- ❖ To earn a C, you will need to attain 70-79 points

TECHNOLOGY REQUIREMENTS:

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 will 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

TECHNOLOGY SUPPORT:

- For VoiceThread Support: <http://tlinnovations.cikeys.com/voicethread-support/>
- For tech general support:
 - [Clear your browser's cache](#)
 - Try a different browser (Internet Explorer, Firefox, Safari or Chrome)
 - Shut down and restart your computer
 - Contact the University Help desk helpdesk@csuci.edu or 805-437-8552

ONLINE STUDENT EXPECTATIONS:

- If this is your first online class, I encourage you to complete CI's Online Student Readiness Quiz: <http://www.csuci.edu/tli/onlinereadiness.htm>
- Online classes are deceiving. Many times new online learners expect them to be easier than face-to-face classes and are surprised to learn how time intensive they are.
- Plan your schedule to ensure you have approximately 10-12 hours per week to spend on this class and take time to identify where and when you'll do your learning.
- Review the due dates for the assignments (see Content Overview section) to orient yourself to the flow of the learning. This course requires regular engagement throughout each of the two weeks.

ONLINE STUDENT ETIQUETTE:

- Online student etiquette is clearly outlined in the course. You are to treat each other with civility and respect. Please do not respond in caps, as it will be perceived as you are yelling in your responses.
- When you are working on a team for your case study, and your Senge chapter, respond in a timely manner and be a productive and responsible team member.
- Any behavior that is deemed inappropriate online will be reviewed by the instructor, and the student will be notified. Continued inappropriate behavior may result in removal from the course.

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

John Spoor Broome Library, Room 2675

For appointment requests and questions, call the WMC front desk or email:

Phone: 805-437-8934
Email: wmc.tutors@csuci.edu

Course 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.

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. With instructor approval, up to two assignments may be submitted late.

Any assignment originally submitted on time may be revised, resubmitted, and re-evaluated with eligibility for full credit.

Cheating and Plagiarism

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.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism 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. Use of artificial intelligence text generation is considered plagiarization.

University Policies and Regulations

Course Policies & Safety Issues

Disruptive Online/Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Reading and Preparation for Class: Please complete ALL assigned reading before Zoom sessions and be prepared to discuss how the information is relevant to school reform.

- o All assignments must be completed in order for a passing grade to be given in this class. Full credit requires that assignments be submitted on time.
- o Student attendance at each mandatory Zoom Session is required. Zoom sessions, as indicated in the course, are mandatory – the class needs YOU for this learning experience. You must complete all group activities in the modules on the timeline schedule otherwise it is counted as an absence. (Absence from class may result in the processing of an administrative withdrawal from the course with no credit given).

NOTE: The quality of your writing is central to your grade in this class.

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

- Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The purpose of Disability Resource Program is to assist students with disabilities to realize their academic and personal potential. Students with disabilities needing accommodation are required to contact the Disability Program office at (805) 437-3331. All requests for accommodations need appropriate advance notice by the student to avoid a delay in services. Please discuss approved accommodations with faculty.

Copyright. You will be provided with digital and/or print materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than work for this course, unless you are informed to the contrary.

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) Neither given nor received unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for

adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

MyCSUCI course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

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.

University Policies

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 6 hours a week of in-class time (in-person or online) plus minimum of 12 hours weekly (18 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. 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.

Student Services

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 by going to www.csuci.edu/basicneeds. 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.

The Black Cultural Center is located in Bell Tower 1506

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 screenshot of the problem you have!

[Inclusive Student Services](#)

The Latin X Cultural Center is located in Bell Tower 1524

[Social Justice, Equity & Inclusion Center](#) (formerly Multicultural Dream Center) is located in Bell Tower 1538

[Veterans Affairs](#)

[Writing and Multi-literacy Center](#)