



**Doctor of Education in Educational Leadership**  
**EDUE 710: Designing Educational Organizations  
for Equity**

**Units:** 3

**Term:** 2024-1

**Dates:** January 8 - May 9, 2024

**Meetings:** Tuesdays, 5-7:15pm

**Location:** THH 215

**LMS:** <https://blackboard.usc.edu/>

**Professor:** [John Pascarella](#)

**Contact:** (213) 740-0159 / [pascarel@usc.edu](mailto:pascarel@usc.edu)

**Prerequisite Courses:**

- EDUE 700, EDUE 701, EDUE 702, EDUE 703, EDUE 704, EDUE 726, EDUE 727

**Concurrent Enrollment:**

- EDUC 784b

This syllabus is shared across the program. Additional information about faculty is located in Blackboard.

**Instructor Office Hours:** By Appointment

**The instructors for this term are:**

**John Pascarella** | [pascarel@usc.edu](mailto:pascarel@usc.edu)

Tuesday 5:00 pm - 7:15 pm PT In-person

**Vivian Ekchian** | [vekchian@usc.edu](mailto:vekchian@usc.edu)

Tuesday 5:00 pm - 7:15 pm PT In-person

**Raymond Carlos** |

Thursday 5:00 pm - 7:15 pm PT In-person

**Dave Cash** | [dcash@usc.edu](mailto:dcash@usc.edu)

Tuesday 5:00 pm - 7:15 pm PT Online

**Jennifer Sparrow** |

Wednesday 5:00 pm - 7:15 pm PT Online

**Christina Kishimoto** | [ckishimo@usc.edu](mailto:ckishimo@usc.edu)

Thursday 5:00 pm - 7:15 pm PT Online

## **IT HELP**

### **USC Information Technology Services Help**

ITS provides centralized support for information technologies such as network (voice and data), email lists and our learning management system, Blackboard.

**Phone:** 213.740.5555

**Contact Info:** <https://itservices.usc.edu/contact>

**Hours:** 24 hours a day, every day

### **Zoom Help**

If you need help during a Unit Activities, please call

**Phone:** 888.799.9666 ext 2 or 650.397.6096 ext 2

**Live Chat:** <https://support.zoom.us/hc/en-us/articles/201362003>

**Hours:** 24 hours a day, every day

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## COURSE OVERVIEW

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### PROGRAM PURPOSE

The purpose of the EdD in Educational Leadership program is to build critically conscious leaders who can take actions to eliminate inequities that affect educational/learning opportunities and outcomes for children and adults in urban contexts.

### COURSE RELATION TO THE ROSSIER MISSION

#### THE USC ROSSIER MISSION

[The mission of the USC Rossier School of Education](#) is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

#### RELATION TO THE ROSSIER MISSION

For decades, schools and school districts have not been able to meet the needs of all students. Unfortunately, the students whose needs have gone unmet have traditionally been the same. School systems have not been able to transform themselves to meet these unmet needs. Drawing on the principles of equity and social justice, school leaders must stop talking and begin creating the educational organizations that will ensure every student in their organization has the access and the opportunity to achieve their dreams. This class will build the capacity of educators to lead and give them the skills to create the organizations that foster equity, cultural proficiency, social justice and systems change in ways that will improve the academic opportunities and outcomes for all students.

### COURSE DESCRIPTION

This course is intended to provide EdD students with an introduction to organizational theory and design. Emphasis is placed on building and leading organizations based on the principles of equity and social justice. Leaders have a unique opportunity to help shape the design and culture of educational organizations. This course will provide students with the ideas, theories and principles of design, behavioral science, and human resources management. The course addresses the program competencies of accountability, critical reflection, equity and diversity, ethics, learning organization and research and data.

### LEARNING OBJECTIVES

As a result of completing this course, students will be able to:

- Describe the importance of organizational design in creating organizations focused on educational equity

- Demonstrate an understanding of the differences in organizational theory and design as well as how those differences create different outcomes for historically marginalized learners.
- Demonstrate understanding of the importance of employing evidence-based, research informed practices when making decisions.
- Demonstrate understanding of the importance of thinking strategically using data, evidence, empirical research, and theory to evaluate and assess the effectiveness and/or progress of human resources management to improve organizational performance in support of historically marginalized learners.
- Describe the laws and organizational hiring practices that eliminate discrimination, harassment, unequal compensation and protect confidentiality.
- Apply the knowledge and skills to create an organizational culture that identifies, supports, builds, transforms the capacity of all stakeholders in working towards the goals of the organization.
- Produce documents, collaborate, speak, and write in a manner that demonstrates effective interpersonal, oral and written communication skills with the emotional insight to build trust in understanding internal and external stakeholder needs.

## READINGS

Required articles are available through [ARES](#). Readings are assigned on a weekly basis. Please refer to the course schedule table and unit outlines for the assigned weekly readings. To access the articles and chapters on [ARES](#), go to [MyUSC](#) and locate [ARES](#).

## ARTICLES

Akpor-Oboro MOM (2018) Why do Management Theories Fail? Reasons and Solutions: A Perspective of African Context. *Int J Econ Manag Sci* 7: 520. doi: [10.4172/2162-6359.1000520](#)

Bennett, Kimberly, Urban, Danieele & Wright, William. (2014). Employee Privacy, Data Protection Laws and Confidentiality in the Workplace: An International Perspective. <https://www.acc.com/resource-library/employee-privacy-data-protection-laws-and-confidentiality-workplace-international#>

Bernardi, Carolina; Menezes, Laura; Alvarez, Juan; Delgadillo, Sergio () The Perception of Organizational Culture in Latin America. *Leadership Advisory Series*. Spencer Stuart.

Bowles, Samuel & Gintis, Herbert (1975). The Problem with Human Capital Theory- A Marxian Critique. *The American Economic Review*, Vol 65, Issue 2, Papers and Proceedings of the Eighty-seventh Annual Meeting of the American Economic Association (May, 1975), pp 74-82.

- Brewster, Chris; Wood, Geoffrey & Brookes, Michael (2008). Similarity, Isomorphism or Duality? Recent Survey Evidence on the Human Resource Management Policies of Multinational Corporations. *British Journal of Management*, Vol 19, pp 320-342.
- Brown, Sara (2019). An 8-step guide for improving workplace processes.  
<https://mitsloan.mit.edu/ideas-made-to-matter/8-stburtonep-guide-improving-workplace-processes>
- Burton, R.M. and Obel, B. The science of organizational design: fit between structure and coordination. (2018) <https://doi.org/10.1186/s41469-0189-0029-2>
- Cherry, Kendra (2020) How the Status Quo Bias Affects Your Decisions. Verywell Mind.  
<https://www.verywellmind.com/status-quo-bias-psychological-definition-4065385?print>
- Deitch, Elizabeth, Barskey, Adam, Butz, Rebecca, Chan, Suzanne, Breif, Arthur & Bradley, Jill (2003). Subtle yet significant: The existence and impact of everyday racial discrimination in the workplace. *Human Relations*, Volume 56 (11) pp 1299-1324.
- DePadua, A. & Rabbitskin, N. (2018). "Working with Indigenous Leadership and Indigenous Environments". Chapter 3 in *Leadership and Influencing Change in Nursing*.
- Drahos, Peter and Frankel, Susy (2012) Chapter 1, "Indigenous Peoples' Innovation and Intellectual Property." In *Indigenous Peoples' Innovation*. Ed. Drahos & Frankel. ANU E Press
- Drew, C. (2021). Developing our new Systemic Design Framework. Design Council. April 2021
- Duze, Chinelo (2012). Appropriate management in an African culture: Implications for education. *International Journal of Education Administration and Policy Studies*. Vol. 4(2). Pp 53-60 February 2012.
- Eckes, Suzanne (2021). Sex Discrimination in Schools: The Law and Its Impact on School Policies. *Laws* **2021**, 10, 34. <https://doi.org/10.3390/laws10020034>
- Frye, Jocelyn & Bleiweis (2019). "Rhetoric vs. Reality- Making Real Progress on Equal Pay". Center for American Progress
- Frye, Jocelyn (2020). "10 Actions Employers Can Take to Secure Equal Pay for Black Women".  
<https://www.americanprogress.org/issues/women/news/2020/08/13/489323/10-actions-employers-can-take-secure-equal-pay-black-women/>
- Goldin, Claudia (2016) "Human Capital" in Diebolt, C., Hauptert, M. (eds.) *Handbook of Cliometrics*. Springer-Verlag: Berlin.

- Goldman, Barry, Guteck, B., Stein, J. & Lewis, K. (2006). Employment Discrimination in Organizations: Antecedents and Consequences. *Journal of Management*, Vol 32, No. 6. December 2006. Pp 786-830
- Gonzales, E., Yeonjung J.L. & Marchiondo, L. (2021). Exploring the Consequences of Major Lifetime Discrimination, Neighborhood Conditions, Chronic Work, and Everyday Discrimination on Health and Retirement. *Journal of Applied Gerontology*. Vol 40 (2) 121-131.
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- Imberman, Woodruff (1993). All You Ever Wanted to Know About Gainsharing But Were Afraid to Ask. Association for Manufacturing Excellence.
- Luo, Lucy & Viki, Tendayi (2020). What is the Right Organizational Design to Build a Successful Innovation Pipeline? <https://www.strategyzer.com/blog/what-is-the-right-organizational-design-to-build-a-successful-innovation-pipeline>
- McKenney, S., & Reeves, T. C. (2020). Educational design research: Portraying, conducting, and enhancing productive scholarship. *Medical Education*, 55(1), 82–92. <https://doi.org/10.1111/medu.14280>
- McMillan, E. (2002). Considering organisation structure and design from a complexity paradigm perspective. In: Frizzelle, G and Richards, H eds. *Tackling industrial complexity: the ideas that make a difference*. Cambridge, UK: Institute of Manufacturing, University of Cambridge, pp. 123–136.
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- Neilson, G., Estupinan, J., Sethi, B. 10 Principles of organization design. June 7, 2021. <https://www.strategy-business.com/article/00318?gko=31dee>
- Nini, Markus (2019). How self determination and goals boost motivation: An evidence-based management approach. <https://www.ckju.net/en/dossier/how-self-determination-and-goals-boost-motivation-evidence-based-management-approach>
- Padamsee, Xiomara & Crowe, Becky (2017). Unrealized Impact
- Price, Devon (2021). Embracing diversity productively in the workplace: What does scientific evidence tell us? . <https://www.ckju.net/en/blog/embracing-diversity-productively-workplace-what-does-scientific-evidence-tell-us/1165>

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- Rich, Jessica Alexis Jolicoeur. 2020. Organizing Twenty-First-Century Activism: From Structure to Strategy in Latin American Social Movements. *Latin American Research Review* 55(3), pp. 430–444. DOI: <https://doi.org/10.25222/larr.452>
- Rittner, Jennifer (2021). What is Design For Social Impact? From What is Design Now? <https://productsofdesign.sva.edu/blog/what-is-design-for-social-impact>
- Saunders, Marisa, Martinez, Lorea, Flook, Lisa & Hernandez, Laura (2021). Social Justice Humanitas Academy. A Community School Approach to Whole Child Education. Learning Policy Institute
- Schein, E. H., & Van Maanen, J. (2016). Career anchors and job/role planning. *Organizational Dynamics*, 45(3), 165–173. <https://doi.org/10.1016/j.orgdyn.2016.07.002>
- Stevens, Pippa (2020). "Companies are making bold promises about greater diversity, but there's a long way to go." <https://www.cnbc.com/2020/06/11/companies-are-making-bold-promises-about-greater-diversity-theres-a-long-way-to-go.html>
- Sultana & Malik (2019). Is Protean Career Attitude Beneficial for Both Employees and Organizations? Investigating the Mediating Effects of Knowing Career Competencies.
- Towler, Annette (2021). "Effective Performance Feedback: How to give performance feedback to employees." <https://www.ckju.net/en/dossier/effective-performance-feedback-how-give-performance-feedback-employees/25056>
- Towler, Annette (2019). "Effective Performance Management: How successful organizations manage staff." <https://www.ckju.net/en/dossier/effective-performance-management-how-successful-organizations-manage-staff#performance-management-systems-and-goal-setting>
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- Walle, Alf (2010). Indigenous People and Human Resource Management. *International Journal of Business Anthropology*, Vol 1 (1).
- Wheatley, Margaret. (2002 )" Willing to be Disturbed" from Turning to One Another: Simple Conversations to Restore Hope for the Future.
- Yang, P.Q. (2021). Race, Gender, and Perceived Employment Discrimination. *Journal of Black Studies*. Vol 52 (5) pp 509-527.

Yearby, Ruqaiijah (2018). "Racial Disparities in Health Status and Access to Healthcare: The Continuation of Inequality in the United States Due to Structural Racism." American Journal of Economics and Sociology, Vol 77, Nos 3-4 (May-September, 2018)

Yearby, Ruqaiijah (2019). "When Equal Pay is Not Enough: The Influence of Employment Discrimination on Health Disparities." Public Health Reports 2019, Vol 134(40 pp 447-450 Association of Schools and Programs of Public Health.

## GENERAL COURSE REQUIREMENTS

### DISCUSSION AGREEMENT

By participating in this graduate-level seminar class, you are agreeing to abide by the ground rules for discussion.

- Promote an environment conducive to learning. If something does not make sense, ask about it because it is likely that others feel the same.
- Respect differences of culture, nationality, language, values, opinions and style.
- Welcome disagreement and alternate or unfamiliar explanations because they provide opportunities to learn.
- Seek to understand first before trying to be understood.
- Encourage participation. Everyone has something to contribute.
- Promote clear communication:
  - Be specific
  - Give examples
  - Ask questions
- Speak for yourself. Let others speak for themselves.
- Help achieve class goals in the time available:
- Add to what has already been said
  - Be conscious of time and do not monopolize discussions.

### ADDITIONAL POLICIES

- **Attendance:** Each student enrolled in this course is required to attend all class meetings. If you find it absolutely necessary to be absent from class because of illness or an emergency, please notify your instructor.
- **Reading:** Students enrolled in this course are required to read all current assignments and complete all other exercises and projects required for each lesson BEFORE each class meeting where the lesson will be discussed.
- **Class Participation:** Small group discussions will occur at every class meeting and students are expected to participate fully in them. Students are also encouraged to develop and use conceptual skills, ask questions and participate in planned and impromptu discussions so long as the discussion forwards the purpose of the class.
- **Technological Proficiency and Hardware/Software Required:** You are expected to become familiar with the technology features of the LMS, such as forums and assignment submission. Refer to the [EDL Student Handbook](#) for technology support.

## ASSIGNMENTS

Bridging research, theory, and practice is crucial to your success in the Ed.D. Program. It is not enough to read about and discuss promising practices; it is necessary to think through how you can best put those practices into place at your respective sites/districts in order to maximize student learning and achievement. Your assignments provide a tool to examine your practices, determine needed changes based on the literature, and create a plan of action for improved student achievement.

### ASSIGNMENT 1 | REFLECTION (1-2 PAGES)

This is your last core course in the EDL program. Please respond to the following prompts:

- What did you learn about leadership in educational organizations?
- What is missing from the program that you feel could have helped you even more?

### ASSIGNMENT 2 | THE CAREER DEVELOPMENT PLAN

Fill out the [Individual Career Development Plan](#). This will be used by you not only for your own career development and path but also during Week 12. This assignment is due Week 11.

### ASSIGNMENT 3 | DISSERTATION ABSTRACT

An essential part of your Dissertation is the Abstract. If you have completed your abstract, please use the one approved by your chair. If you have not, please submit your draft of an abstract. See the following as a resource: [Updated DSC Abstract Guidelines](#).

### ASSIGNMENT 4 | IGNITE PRESENTATION

You are nearing the end of your doctoral program. Your capstone project/event/activity is your dissertation. As expected, everyone's journey to this point is their own and you may all be at different places at this moment. However, our mutual goal is to FINISH. With that in mind, this capstone assignment is your opportunity to share how your curiosity about an educational issue or problem captured your interest and set you down the dissertation road.

- You will submit and then present your Ignite Presentation about your dissertation.
- Format: 20 slides for 15 seconds each- your presentation is 5 minutes in length
- Elements: Title, Purpose (WHY did you do this study?), RQ's, Findings, Recommendations for future research and/or to the field

## DISCUSSION BOARDS

Following each recorded lecture, you will post a response to a discussion board prompt 48hrs before class and respond to three (3) peers before the beginning of class. Follow these guidelines when responding to peers:

- Ask questions and point out details you found interesting
- Your responses are intended to further the conversation for in-class discussion
- Respond to posts with no replies; respond to different classmates each week

Discussion Boards are assigned in weeks: 1, 2, 3, 4, 6, 7, 9, 11, 14

## PARTICIPATION

Students are required to attend the full session of each class meeting. Achievement of learning outcomes and individual competencies are based not only on submitted assignments, but also on student engagement in the classroom community. Your participation in the in-class activities and discussions helps with your own construction of knowledge, as well as your classmates'. In-class activities include, but are not limited to, application of course content to case studies, reflective activities, and scaffolding activities for the final project. Your participation in the in-class activities is extremely important to your development of your knowledge and skills. This is a leadership program. It is expected that all students actively participate throughout the course.

Participation will be graded using the rubric below on a weekly basis. Absences result in a lower participation grade and missed assignment points if there are in-class assignments. An instructor-moderated summative discussion board experience will take place during the finals period, which follows the last class session, and will be counted as part of the participation grade.

Active Participation	Moderate Participation	Low Participation
Exhibits evidence of having completed all before class and in-class assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most before class and in-class assignments and activities	Exhibits lack of preparation and noncompletion of required before class and in-class assignments or activities
Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material
Participates continuously via video and audio for the entire live session	Some limited video or audio participation for part of the live session	Participates via only audio or video and/or attends

		only part of the live session
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## GRADING

### ASSIGNMENT DUE DATES AND POINTS

All assignments are due by 11:59 pm PT on the Sunday following your scheduled class time.

Assignment	Due	Points	% of grade
Assignment 1   Reflection (1-2 pages)	Week 2	5	5%
Assignment 2   The Career Development Plan	Week 11	30	30%
Assignment 3   Dissertation Abstract	Week 12	5	5%
Assignment 4   Ignite Presentation	Week 15	40	40%
Discussion Boards	Throughout Course	10	10%
Participation	Throughout Course	10	10%
	<b>TOTAL</b>	<b>100</b>	<b>100%</b>

### GRADE SCALE

Grades will be assigned based upon the criteria outlined in the rubrics.

The final course grade will be computed from the assignments listed above, weighted in your favor (e.g. if your score is one point or one percent below a cut off, you will receive the higher grade). Late assignments will be accepted only if they have been approved by the instructor.

Two principal criteria will be used in determining your course grade. The first is the quality of your contributions in class, i.e., leading class, comments in class, and regular attendance in class. The second criterion is the quality of the understanding, organization, conceptualization and thoroughness of your written assignments.

The final grade for this course will be awarded using the following point scale:

A 95-100	B+ 87-89	C+ 77-79	D+ 67-69
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A- 90-94	B 83-86	C 73-76	D 63-66
	B- 80-82	C- 70-72	D- 60-62

### **GRADING TIMELINE**

Assignments will be graded and returned to students with feedback and grades within 1 week of submission. All assignments are to be turned into the LMS unless students are otherwise notified.

### **ATTENDANCE**

In addition to affecting your participation score, one or more absences from class may result in a lowered final calculated course grade. It is essential to communicate with your instructor regarding any absences. Excused absences are approved at the discretion of your instructor.

### **ASSIGNMENT SUBMISSION POLICY**

You will submit all assignments to BlackBoard.

If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration.

### **Incompletes**

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

Time limit for removal of an incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed," and the grade is changed to an IX and will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

## SUGGESTIONS FOR COURSE AND INSTRUCTOR IMPROVEMENT

There are at least four ways to contribute to improving this course:

- 1) I will ask for feedback twice during the semester. This will occur at the end of weeks 5 and 10– this is your chance to tell me how to make course corrections while we are learning. I may respond to you individually, or I may raise an issue with the class if that seems appropriate.
- 2) **You may on occasion receive an anonymous evaluation form after a class meeting.** These forms are initiated by the EdD office. You are encouraged to suggest ways to improve the course. We do not promise to implement your advice, but we promise to consider it carefully. Please be candid on the forms. If you are having a problem and/or want changes, please write suggestions. If you enjoy a feature of the course and want it preserved, say so on the form.
- 3) You may also speak directly to me if you have concerns, comments or questions.
- 4) You will be asked to complete an anonymous assessment of the course during the final course meeting. This assessment is completed for every course, every semester, and we use your feedback to improve the quality of our courses and our instruction. I hope you will participate when the time comes!

### **Your feedback is important!**

Optional Course and Instructor Feedback will be conducted during the fifth and tenth weeks of class. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. Comments on personal characteristics of the instructor are not appropriate and will not be considered. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

## **Statement on Academic Conduct and Support Systems**

### **ACADEMIC INTEGRITY**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written

permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

## **AI USE POLICY**

AI tools can be valuable resources for academic coursework. However, it is important to use AI tools ethically and appropriately in order to maintain academic integrity. Here are some guidelines for using AI tools in academic coursework:

1. Use AI tools for research and ideation, but do not rely on it as a sole source of information or answers. Verify any information or claims it provides through additional sources. In your academic work, provide Digital Object Identifiers (DOIs) for all references: <https://apastyle.apa.org/style-grammar-guidelines/references/doi-urls> and [USC Libraries AI Generators Citation Guidance](#).
2. Be transparent about your use of AI. If you include any responses generated by AI in your coursework, cite the source and acknowledge that the response was generated by an AI language model. Citing: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
3. Do not use AI tools to cheat or plagiarize. Using AI to generate answers or responses that you then pass off as your own work is a violation of academic integrity and could result in serious consequences.
4. Be mindful of the limitations of AI. While AI tools can be powerful, they are not infallible and may generate responses that are inaccurate, incomplete, or biased. Use critical thinking and evaluate the responses generated by AI carefully.

## **STUDENTS AND DISABILITY ACCOMMODATIONS**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be

given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## **SUPPORT SYSTEMS**

### [Extending a culture of well-being to USC Online Students](#)

#### [Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

#### [988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

#### [Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

#### [Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

#### [Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

#### [The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

#### [USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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## COURSE SCHEDULE: A WEEKLY BREAKDOWN

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Week	Unit/Topic	Read and View	Assignments and Activities
<b>Week 1  </b> Jan. 8 - 14	<a href="#"><u>Unit 1</u></a>   Introduction to the Course; Creating our Classroom Community; Organizational Design: Traditional and Non-Traditional Organizational Design	<b>Read</b> <ul style="list-style-type: none"><li>• <a href="#">Burton &amp; Obel</a> (2018)</li><li>• <a href="#">McMillan</a> (2002)</li><li>• <a href="#">Mindtools</a> (2021)</li><li>• <a href="#">Neilson, et al.</a> (2021)</li></ul> <b>View</b> <ul style="list-style-type: none"><li>• Course Overview</li><li>• <a href="#">Unit Lecture</a></li></ul>	Unit 1 Discussion Board
<b>Week 2  </b> Jan. 15 - 21	<a href="#"><u>Unit 2</u></a>   Organizational Design: Non-Traditional Organizational Design; Advancing	<b>Read</b> <ul style="list-style-type: none"><li>• <a href="#">Akpor-Robaro</a> (2018)</li><li>• <a href="#">DePadua &amp; Rabbitskin</a> (2018)</li></ul>	Unit 2 Discussion Board  <b>Reflection Paper due</b>

	Social Justice through Organizational Design	<ul style="list-style-type: none"> <li>• <a href="#">Duze, Chinelo</a> (2012)</li> <li>• <a href="#">Isimaru &amp; Galloway</a> (2014)</li> <li>• <a href="#">Price</a> (2021)</li> <li>• <a href="#">Rich</a> (2020)</li> <li>• <a href="#">Ulieru, etal</a> (2012)</li> </ul> <p><b>View</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit Lecture</a></li> </ul>	
<b>Week 3  </b> Jan. 22 - 28	<a href="#">Unit 3</a>   Community Members in Organizational Design: Individuals, teams, associations/union, community; Systems thinking/design	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="#">McKenney, S. &amp; Reeves, T.</a> (2020)</li> <li>• <a href="#">Drew</a> (2021)</li> </ul> <p><b>View</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit Lecture</a></li> </ul>	Unit 3 Discussion Board
<b>Week 4  </b> Jan. 29 - Feb. 4	<a href="#">Unit 4</a>   Behavioral Science and Organizations: Organizational culture and workplace processes	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bernardi, et al</a></li> <li>• <a href="#">Brown</a> (2019)</li> <li>• <a href="#">Imberman (1994)</a></li> <li>• <a href="#">Raising Voices</a> (2015)</li> </ul> <p><b>View</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit Lecture</a></li> </ul>	Unit 4 Discussion Board
<b>Week 5  </b> Feb. 5 - 11	<a href="#">Unit 5</a>   Legal Issues in Human Resources Management: Basic Principles in Human Resources	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Brewster, et al.</a> (2008)</li> <li>• <a href="#">Nini</a> (2019)</li> <li>• <a href="#">Walle</a> (2010)</li> </ul>	Course and Instructor Feedback (optional)
<b>Week 6  </b> Feb. 12 - 18	<a href="#">Unit 6</a>   Legal Issues in Human Resources Management: Why study the law when we have lawyers?	<p><b>View</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit Lecture</a> Audio</li> </ul>	Unit 6 Discussion Board
<b>Week 7  </b> Feb. 19 - 25	<a href="#">Unit 7</a>   Legal Issues in Human Resources Management: Discrimination and Harassment	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Deitch, et al.</a> (2003)</li> <li>• <a href="#">Eckes</a> (2021)</li> <li>• <a href="#">Goldman et al.</a> (2006)</li> </ul>	Unit 7 Discussion Board

		<ul style="list-style-type: none"> <li>• <a href="#">Gonzales, et al.</a> (2021)</li> <li>• <a href="#">Yang, P.</a> (2021)</li> </ul> <p><b>View</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit Lecture</a></li> </ul>	
<b>Week 8  </b> Feb. 26 - Mar. 3	<a href="#">Unit 8</a>   Legal Issues in Human Resources Management: Confidentiality and Equal Pay	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bennett et al.</a> (2014)</li> <li>• <a href="#">Frye</a> (2019)</li> <li>• <a href="#">Frye</a> (2020)</li> <li>• <a href="#">Longhi &amp; Brynin</a> (2017)</li> <li>• <a href="#">Yearby</a> (2018)</li> <li>• <a href="#">Yearby</a> (2019)</li> </ul>	
<b>Week 9  </b> Mar. 4 - 10	<a href="#">Unit 9</a>   Human Capital or Human Asset Development; Training and Development; Identification, measurement and development of individuals and teams: hiring, evaluating and terminating	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bowles &amp; Herbert</a> (1975)</li> <li>• <a href="#">Goldin</a> (2016)</li> <li>• <a href="#">Stevens</a> (2020)</li> <li>• <a href="#">Towler</a> (2018)</li> <li>• <a href="#">Towler</a> (2019)</li> </ul> <p><b>View</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit Lecture</a></li> </ul>	Unit 9 Discussion Board
<p align="center"><b>SPRING BREAK</b> <b>March 10-17</b></p>			
<b>Week 10  </b> Mar. 18 - 24	<a href="#">Unit 10</a>   Human Capital or Human Asset Development- Training and Development- Sustaining Innovation, Avoiding Status Quo Traps	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cherry</a> (2020)</li> <li>• <a href="#">Drahos &amp; Frankel</a> (2012)</li> <li>• <a href="#">Hewlett et al</a> (2016)</li> <li>• <a href="#">Luo &amp; Tendayi</a> (2020)</li> <li>• <a href="#">Padamsee &amp; Crowe</a> (2017)</li> <li>• <a href="#">Rittner</a> (2021)</li> <li>• <a href="#">Saunders et al.</a> (2021)</li> <li>• <a href="#">Serdyukov</a> (2017)</li> </ul>	

		<ul style="list-style-type: none"> <li>• <a href="#">Wheatley</a> (2002)</li> </ul>	
<b>Week 11  </b> Mar. 25 - 31	<a href="#">Unit 11</a>   Career Management, Individual and Institutional Perspectives	<b>Read</b> <ul style="list-style-type: none"> <li>• <a href="#">Career Resources for Black, Indigenous and People of Color</a></li> <li>• <a href="#">Schein &amp; Von Mannen</a> (2016)</li> </ul>	Unit 11 Discussion Board  <b>Career Development Plan due</b>
<b>Week 12  </b> Apr. 1 - 7	<a href="#">Unit 12</a>   Your Dissertation and Your Career		<b>Dissertation Abstract due</b>
<b>Week 13  </b> Apr. 8 - 14	<a href="#">Unit 13</a>	<b>Read</b> <ul style="list-style-type: none"> <li>• <a href="#">Sultana &amp; Malik (2019)</a></li> </ul>	
<b>Week 14  </b> Apr. 15 - 21	<a href="#">Unit 14</a>   Nuts and Bolts	<b>Read</b> <ul style="list-style-type: none"> <li>• <a href="#">Half (2023)</a></li> <li>• <a href="#">Rossier Career Services</a> (access and review)</li> </ul> <b>View</b> <ul style="list-style-type: none"> <li>• Interview of Ryan Alcantara</li> </ul>	Unit 14 Discussion Board  <b>Ignite Presentation Blackboard submission</b>
<b>Week 15  </b> Apr. 22 - 28  <b>Final Exams</b>	<a href="#">Unit 15</a>   Assessing Jobs, Job Offers and Accepting a Job Offer		<b>Ignite Presentation in class</b>

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## UNIT OVERVIEWS

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### WEEK 1

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**UNIT 1 | INTRODUCTION TO THE COURSE; CREATING OUR CLASSROOM COMMUNITY; ORGANIZATIONAL DESIGN: TRADITIONAL AND NON-TRADITIONAL ORGANIZATIONAL DESIGN**

## **INTRODUCTION**

Too often the organization itself gets in the way of doing the work of equity and social justice. Learning how to design educational organizations that support and sustain equity will be key to delivering on the promise of meeting the needs of all students. This course will introduce you to four ideas inherent in designing educational organizations for equity: organizational theory and design; behavioral science; legal issues in human resource management; and, human capital/human asset development.

## **PURPOSE**

This unit will focus on developing an understanding of organizational design, identifying your personal definition of equity and learning the connection between design and equity in education.

## **LEARNING OUTCOMES**

In this unit, students will:

- Identify the elements of organizational design
- Determine the differences between traditional and non-traditional organizational designs
- Use self-reflection strategies as they relate to equity and design

## **CLASS SESSION PREPARATION**

### **READ**

Complete the required readings prior to class time:

- [Burton & Obel](#) (2018)
- [McMillan](#) (2002)
- [Mindtools](#) (2021)
- [Neilson, et al.](#) (2021)

### **VIEW**

Complete the required viewings prior to class time:

- Course Overview
- [Unit 1- Audio Lecture](#)

## **DISCUSSION BOARD**

Participate in the discussion board:

- Post a Discussion Board response to the Unit 1 Lecture prompt 48 hours prior to class time
- Respond to 2-3 peers before the beginning of class

### **Discussion Prompt(s):**

Organizational design is a process for how organizations are structured and then operate. If one of the three common triggers for a change in organizational design is, “the current design no

longer works”, identify three ideas you can use to advocate for a change in the organizational design of your educational organization (where you work).

#### **During Class**

- Be prepared to thoughtfully discuss the articles.

#### **After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## **WEEK 2**

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### **UNIT 2 | ORGANIZATIONAL DESIGN: NON-TRADITIONAL ORGANIZATIONAL DESIGN; ADVANCING SOCIAL JUSTICE THROUGH ORGANIZATIONAL DESIGN**

#### **INTRODUCTION**

DEI initiatives are important but having an organization designed for equity will help ensure that equity is part of the organization beyond any individual or program. Designing for equity is inclusive of designing for continuous improvement.

#### **PURPOSE**

This unit will focus on developing an understanding of the importance of building capacity to develop new skills and competencies; creating an organizational environment where people can talk productively about issues related to race and developing systems within the organization that are based on principles of equity.

#### **LEARNING OUTCOMES**

In this unit, students will:

- Identify and describe their “north star”
- Determine what equitable systems they can design for their organization

#### **CLASS SESSION PREPARATION**

##### **READ**

Complete the required readings prior to class time:

- [Akpór-Robaro](#) (2018)
- [DePadua & Rabbitskin](#) (2018)
- [Duze, Chinelo](#) (2012)
- [Isimaru & Galloway](#) (2014)
- [Price](#) (2021)
- [Rich](#) (2020)
- [Ulieru, etal](#) (2012)

## **VIEW**

Complete the required viewings prior to class time:

- [Unit Lecture](#)

## **Discussion Board**

Participate in the discussion board:

- Post a Discussion Board response to the Unit 2 Lecture prompt 48 hours prior to class time
- Respond to 2-3 peers before the beginning of class

## **Discussion Prompt(s):**

Why would or would not the study of social movements be helpful in learning how best to design educational organizations? How will you think about diversity as a means to improve/increase/establish innovation as part of any organization's design?

## **During Class**

- Be prepared to thoughtfully discuss the articles.

## **After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

## **ASSIGNMENT REMINDER**

Review the assignment submission page for instructions and supporting documents.

- **Assignment 1 | Reflection (1-2 pages)**
  - Due by 11:59 pm PT on the Sunday following your scheduled class.

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## **WEEK 3**

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## **UNIT 3 | COMMUNITY MEMBERS IN ORGANIZATIONAL DESIGN: INDIVIDUALS, TEAMS, ASSOCIATIONS/UNION, COMMUNITY; SYSTEMS THINKING/DESIGN**

### **INTRODUCTION**

Organizational design is dependent upon the members of your organization's community. Identifying community members, engaging community members and conducting a community member analysis will be a foundational process in designing your organization

### **PURPOSE**

Learning how to conduct an analysis of your community members will help determine how best to communicate and engage with your community as you design your organization.

### **LEARNING OUTCOMES**

In this unit, students will:

- Identify the correct community members to engage
- Prioritize community member members
- Understand community member perspectives
- Incorporate community member's perspectives into the design

## CLASS SESSION PREPARATION

### READ

Complete the required readings prior to class time:

- [Mckenney, S. & Reeves, T.](#) (2020)
- [Drew](#) (2021)

### VIEW

Complete the required viewings prior to class time:

- [Unit Lecture](#)

### DISCUSSION BOARD

Participate in the discussion board:

- Post a Discussion Board response to the Unit 3 Lecture prompt 48 hours prior to class time
- Respond to 2-3 peers before the beginning of class

### Discussion Prompt(s):

One might argue that THE most significant element of the “Systemic Design Framework” is the recognition of all the invisible activities that ‘sit around the design process.’ Pick one of these invisible activities and describe how you will use it in designing an educational organization.

- Orientation and value setting
- Connecting and convening
- Leadership and storytelling
- Continuing the journey

### During Class

- Be prepared to thoughtfully discuss the articles.

### After Class

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## WEEK 4

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## UNIT 4 | BEHAVIORAL SCIENCE AND ORGANIZATIONS: ORGANIZATIONAL CULTURE AND WORKPLACE PROCESSES

## **INTRODUCTION**

Creating, sustaining and understanding the culture of an educational organization is important to advancing equity.

## **PURPOSE**

Good culture creates employee well-being. Employee well-being creates organizational productivity and will provide for equity within the organization when individuals know their needs are being met.

## **LEARNING OUTCOMES**

In this unit, students will:

- Evaluate the factors that contribute to organizational culture
- Discuss how creating a culture focused on employee well-being can be sustained
- Articulate and evaluate the differences between traditional thinking and non-traditional thinking about organizational culture

## **CLASS SESSION PREPARATION**

### **READ**

Complete the required readings prior to class time:

- [Bernardi, et al](#)
- [Brown](#) (2019)
- [Imberman \(1994\)](#)
- [Raising Voices](#) (2015)

### **VIEW**

Complete the required viewings prior to class time:

- Unit 4 Audio Lecture

### **DISCUSSION BOARD**

Participate in the discussion board:

- Post a Discussion Board response to the Unit 4 Lecture prompt 48 hours prior to class time
- Respond to 2-3 peers before the beginning of class

### **Discussion Prompt(s):**

In [Raising Voices](#), the authors state that their goal was to create, “. . . values-driven organizational culture based on principles of social justice”. What does that mean to you? What does that look like in an educational organization (identify 3 elements)?

### **During Class**

- Be prepared to thoughtfully discuss the articles.

### **After Class**

Find some time to reflect and consider the following question:

What did you hear and/or learn today that can be used tomorrow in your work?

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## WEEK 5

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### UNIT 5 | LEGAL ISSUES IN HUMAN RESOURCES MANAGEMENT: BASIC PRINCIPLES IN HUMAN RESOURCES

#### INTRODUCTION

Human Resources Management is typically a specific set of principles that leaders must integrate into the design of their organizations. The basic principles of Human Resources Management often determine the design. These basic principles are not equally weighted with some principles more important when designing for equity.

#### PURPOSE

Understanding how to support employees in their work is a significant component for organizational design. When designing an organization, how employees are organized and supported will determine how well the organization meets its goals for success.

#### LEARNING OUTCOMES

In this unit, students will:

- Identify and evaluate the human resource principles that will support their organizational design
- Understand how collective bargaining influences the design of your organization

#### CLASS SESSION PREPARATION

##### READ

Complete the required readings prior to class time:

- [Brewster, et al.](#) (2008)
- [Nini](#) (2019)
- [Walle](#) (2010)

##### During Class

- Be prepared to thoughtfully discuss the articles.

##### After Class

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## WEEK 6

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### UNIT 6 | LEGAL ISSUES IN HUMAN RESOURCES MANAGEMENT- WHY STUDY THE LAW WHEN WE HAVE LAWYERS?

## **INTRODUCTION**

Legal issues in education are significant. The body of law that has emerged from judicial decisions coupled with the voluminous legislation concerning education makes it one of the most highly regulated areas in western society. It is incumbent upon leaders to have a working knowledge of where law intersects their work in educational organizations.

## **PURPOSE**

This is not a class in school law. However, understanding how leaders can keep their organizations out of legal trouble is key to designing for equity.

## **LEARNING OUTCOMES**

In this unit, students will:

- Evaluate and analyze common legal issues in K12 and Higher Education
- Identify the steps needed by leaders to keep their organizations out of legal trouble
- Determine the benefits of including an Employee Handbook in their organizational design

## **CLASS SESSION PREPARATION**

### **VIEW**

Complete the required viewings prior to class time:

- [Unit Lecture](#)

### **DISCUSSION BOARD**

Participate in the discussion board:

- Post a Discussion Board response to the Unit 6 Lecture prompt 48 hours prior to class time
- Respond to 2-3 peers before the beginning of class

### **Discussion Prompt(s):**

"The first thing we do, let's kill all the lawyers." Dick the Butcher's famous quote from Shakespeare's Henry VI, Part 2, Act IV, Scene 2 is known by almost everyone. Dick the Butcher, is a follower of anarchist Jack Cade, whom Shakespeare depicts as "the head of an army of rabble and a demagogue pandering to the ignorant," who sought to overthrow the government. Shakespeare's acknowledgment that the first thing any potential tyrant must do to eliminate freedom is to "kill all the lawyers" is, indeed, a classic and well-deserved compliment to law as a profession. Do you agree? Why or why not?

### **During Class**

- Be prepared to thoughtfully discuss the articles.

### **After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## WEEK 7

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### UNIT 7 | LEGAL ISSUES IN HUMAN RESOURCES MANAGEMENT- DISCRIMINATION AND HARASSMENT

#### INTRODUCTION

Discrimination and harassment should not be tolerated in any environment. Designing an educational organization so that discrimination and harassment do not exist is critical.

#### PURPOSE

Understanding how to identify discrimination and harassment is key but even more important is designing organizational systems to prevent it from ever occurring. Discrimination and harassment not only harm individual employees but prevent the organization from reaching their goals.

#### LEARNING OUTCOMES

In this unit, students will:

- Evaluate and analyze case studies that involve harassment and determine what appropriate actions should take place
- Identify systems that will prevent harassment from taking place in their organizations
- Evaluate the importance of 'collective accountability' as a workplace in creating and supporting equity

#### CLASS SESSION PREPARATION

##### READ

Complete the required readings prior to class time:

- [Deitch, et al.](#) (2003)
- [Eckes](#) (2021)
- [Goldman et al.](#) (2006)
- [Gonzales, et al.](#) (2021)
- [Yang, P.](#) (2021)

##### VIEW

Complete the required viewings prior to class time:

- [Unit Lecture](#)

#### DISCUSSION BOARD

Participate in the discussion board:

- Post a Discussion Board response to the Unit 10 Lecture prompt 48 hours prior to class time

- Respond to 2-3 peers before the beginning of class

**Discussion Prompt(s):**

In responding to this prompt, think about culture creation as a leader. Besides the obvious advantages to your organization in being overtly antiracist, how will you create an organizational culture that does NOT create, sustain or allow 'everyday discrimination in the workforce'?

**During Class**

- Be prepared to thoughtfully discuss the articles.

**After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## WEEK 8

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### UNIT 8 | LEGAL ISSUES IN HUMAN RESOURCES MANAGEMENT- CONFIDENTIALITY AND EQUAL PAY

**INTRODUCTION**

Confidentiality and privacy are important ideas for leaders to understand and design for in their organizations. These ideas are integral to all educational organizations; from student confidentiality to employee privacy. Additionally, paying employees a 'fair wage' is key to successful employee engagement.

**PURPOSE**

and families while also recognizing the legitimate privacy issues of employees is key. Designing for equity means no structural sexism and/or racism in the wages employees are paid.

**LEARNING OUTCOMES**

In this unit, students will:

- Analyze the three main types of confidentiality
- Evaluate the issues in educational organizations that are confidential
- Determine what systems to design that create equal pay for equal work

**CLASS SESSION PREPARATION****READ**

Complete the required readings prior to class time:

- [Bennett et al.](#) (2014)
- [Frye](#) (2019)
- [Frye](#) (2020)

- [Longhi & Brynin](#) (2017)
- [Yearby](#) (2018)
- [Yearby](#) (2019)

#### **During Class**

- Be prepared to thoughtfully discuss the articles.

#### **After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## **WEEK 9**

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### **UNIT 9 | HUMAN CAPITAL OR HUMAN ASSET DEVELOPMENT; TRAINING AND DEVELOPMENT; IDENTIFICATION, MEASUREMENT AND DEVELOPMENT OF INDIVIDUALS AND TEAMS: HIRING, EVALUATING AND TERMINATING**

#### **INTRODUCTION**

Having systems in place to support, evaluate, discipline and terminate employees is essential. Learning how to lead difficult employees is important and having systems in place to evaluate, discipline and terminate employees is essential.

#### **PURPOSE**

Who works in any organization determines the effectiveness of that organization. Understanding how to support and if necessary, discipline to termination ineffective employees is important.

#### **LEARNING OUTCOMES**

In this unit, students will:

- Analyze how best to have difficult conversations with employees about their work performance
- Evaluate the effectiveness of the FRSIK method of investigation

### **CLASS SESSION PREPARATION**

#### **READ**

Complete the required readings prior to class time:

- [Bowles & Herbert](#) (1975)
- [Goldin](#) (2016)
- [Stevens](#) (2020)
- [Towler](#) (2018)
- [Towler](#) (2019)

## **VIEW**

Complete the required viewings prior to class time:

- [Unit Lecture](#)

## **DISCUSSION BOARD**

Participate in the discussion board:

- Post a Discussion Board response to the Unit 12 Lecture prompt 48 hours prior to class time
- Respond to 2-3 peers before the beginning of class

### **Discussion Prompt(s):**

Teacher evaluation should be student focused and linked to classroom performance rather than solely observing the teacher. What should organizations do when teacher evaluations indicate ongoing poor performance? How many evaluations is too many before termination? How will you terminate poor performing employees? Would incentivizing performance work in educational organizations?

## **During Class**

- Be prepared to thoughtfully discuss the articles.

## **After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## **WEEK 10**

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## **UNIT 10 | | HUMAN CAPITAL OR HUMAN ASSET DEVELOPMENT; TRAINING AND DEVELOPMENT: SUSTAINING INNOVATION, AVOIDING STATUS QUO TRAPS**

### **INTRODUCTION**

Most all organizations want to be seen as innovative. In education there is a push for innovation and a pull back for maintaining the status quo. Designing for innovation is a key element for educational organizations' success in the 21<sup>st</sup> century.

### **PURPOSE**

Understanding the importance of innovation, how to sustain innovation and how to avoid the status quo traps are key elements in organizational design.

### **LEARNING OUTCOMES**

In this unit, students will:

- Analyze and evaluate two approaches to sustaining innovation in organizations
- Identify and analyze status quo traps

## CLASS SESSION PREPARATION

### READ

Complete the required readings prior to class time:

- [Cherry](#) (2020)
- [Drahos & Frankel](#) (2012)
- [Hewlett et al](#) (2016)
- [Luo & Tendayi](#) (2020)
- [Padamsee & Crowe](#) (2017)
- [Rittner](#) (2021)
- [Saunders et al.](#) (2021)
- [Serdyukov](#) (2017)
- [Wheatley](#) (2002)

### During Class

- Be prepared to thoughtfully discuss the articles.

### After Class

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## WEEK 11

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## UNIT 11 | CAREER MANAGEMENT, INDIVIDUAL AND INSTITUTIONAL PERSPECTIVES

### CLASS SESSION PREPARATION

#### READ

Complete the required readings prior to class time:

- [Career Resources for Black, Indigenous and People of Color](#)
- [Schein & Von Mannen](#) (2016)

### DISCUSSION BOARD

Participate in the discussion board:

- Post a Discussion Board response to the Unit 12 Lecture prompt 48 hours prior to class time
- Respond to 2-3 peers before the beginning of class

#### Discussion Prompt(s):

Managing your career seems like an intuitive idea. Of course you would manage your own career. However, many educators find that their careers are happenstance. I started here, someone then asked me to do a different job so I did it, etc. What strategies would you employ to make your 'career management' more intentional and ultimately satisfying to you as an educator?

### **During Class**

- Be prepared to thoughtfully discuss the articles.

### **After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

### **ASSIGNMENT REMINDER**

Review the assignment submission page for instructions and supporting documents.

- **Assignment 2 | Career Development Plan**
  - Due by 11:59 pm PT on the Sunday following your scheduled class.

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## **WEEK 12**

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### **UNIT 12 | CAREER DEVELOPMENT**

### **CLASS SESSION PREPARATION**

#### **After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

### **ASSIGNMENT REMINDER**

Review the assignment submission page for instructions and supporting documents.

- **Assignment 3 | Dissertation Abstract**
  - Due by 11:59 pm PT on the Sunday following your scheduled class.

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## **WEEK 13**

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### **UNIT 13 | YOUR DISSERTATION AND YOUR CAREER**

### **CLASS SESSION PREPARATION**

#### **READ**

Complete the required readings prior to class time:

- [Sultana & Malik \(2019\)](#)

#### **During Class**

- Be prepared to thoughtfully discuss the article.

#### **After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## WEEK 14

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### UNIT 14 | MAKING A CAREER OF CAREERS: THE NUTS AND BOLTS OF GETTING A JOB

#### CLASS SESSION PREPARATION

##### READ

Complete the required readings prior to class time:

- [Half \(2023\)](#)
- [Rossier Career Services](#) (access and review)

##### VIEW

Complete the required viewings prior to class time:

- Interview of Ryan Alcantara

##### DISCUSSION BOARD

Participate in the discussion board:

- Post a Discussion Board response to the Unit 14 Lecture prompt 48 hours prior to class time
- Respond to 2-3 peers before the beginning of class

##### Discussion Prompt(s):

A CV/Resume should be clear, clearly understood and speak to your qualifications regarding the job you are seeking. Identify the next job you are seeking and then post your CV/Resume. Now review 2 of your colleagues and ask questions about their CV/Resumes that from your reading of their CV/Resume are unclear.

##### During Class

- Be prepared to thoughtfully discuss the articles.

##### After Class

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

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## WEEK 15

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### UNIT 15 | ASSESSING JOBS, JOB OFFERS AND ACCEPTING A JOB OFFER

#### CLASS SESSION PREPARATION

- Be prepared to present your Ignite Presentation

**After Class**

Find some time to reflect and consider the following question:

- What did you hear and/or learn today that can be used tomorrow in your work?

**ASSIGNMENT REMINDER**

Review the assignment submission page for instructions and supporting documents.

- **Assignment 4 | Ignite Presentation**
  - Present in class