GEORGE MASON UNIVERSITY
COLLEE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM

EDLE 801, Section B01, Summer, 2024
Contemporary Organization Theory
5/28/24 – 7/24/24

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Office Hours: By appointment

Course Schedule Information

Synchronous session meeting time: Mondays, 4:30 – 7:10 p.m.

Course Description: EDLE 801 Contemporary Organization Theory (3:3:0)

Engages students in the study of major organization theories that inform educational leadership research. Students us theory to help inform their own research interests. Students begin work on analytical literature review. Notes: May be taken as corequisite with EDLE 802. First in three-course sequence. Offered by School of Education. May not be repeated for credit.

Required Texts

Bolman, L., & Deal, T. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). Jossey-Bass. **A free, electronic version of this text is available through the Mason library. See link to text under *Course Reserve (Leganto)* tab on the course Blackboard site navigation bar.**

Capper, C. A. (2019). *Organizational theory for equity and diversity: Leading integrated, socially just education*. Routledge. **A free, electronic version of this text is available through the Mason library. See link to text under *Course Reserve (Leganto)* tab on the course Blackboard site navigation bar.**

Course Objectives

EDLE 801 is one of the first courses in the education leadership concentration sequence designed to provide a firm foundation for students' research in education leadership. The general emphasis in the sequence is on students learning how to explore their research interests in the context of the larger sweep of education leadership as a field, with a focus on how leaders at all levels impact the effectiveness and improvement of schools and school systems. These foundational courses are constructed as surveys. The goals include introducing students to a wide variety of theory and applied research on organization theory, leadership, and decision making, particularly in educational contexts. These courses also seek to provide students the opportunity to develop their *personae* as researchers, and to develop the necessary skills to be successful doctoral candidates in education leadership. The courses are designed around the theme of connecting *theory, research, and practice*. In EDLE 801, we will explore:

1. Theory: What are the features and assumptions of the perspective? What content themes are stressed? Does the perspective adequately describe, explain, and predict something of interest in the world of educational leaders?

2. Research: What kinds of empirical questions tend to be addressed using this perspective? Are there any particular methodological considerations associated with the perspective (i.e., unit of analysis, typical research methods used)?

3. Practice: What does each perspective help us understand about school leadership, organizations, and decision making? What are the limitations of the perspective?

Nature of Course Delivery

This course will be delivered in a 100% online format (50% synchronous and 50% asynchronous), via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course Blackboard site for EDLE 801 will be available on 5/28/24.

Online Course Expectations

- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least several times a week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is

the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations**:** Online learners who require effective accommodations to ensure accessibility <u>must</u> be registered with George Mason University Disability Services.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technology Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
    - The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
    - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

General Goals

Each class will include a variety of learning activities. Out-of-class work will rely in part on the use of Blackboard and other web-based resources created to complement primary texts. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage inquiry and discourse. To promote an atmosphere that allows us to accomplish this, we will:
    a. Start and end on time;
    b. Maintain a written agenda reflecting objectives for each class;
    c. Agree to disagree respectfully during class discussions;
    d. Strive to be open to new ideas and multiple perspectives; and
    e. Listen actively to one another.

2. Student work will reflect a level of quality expected from leaders. As such, students are expected to:
    a. Prepare papers that are well researched, proofread, submitted on time, and conform to APA (7th ed.) guidelines;
    b. Participate actively in class discussions;
    c. Provide constructive oral and written feedback to others.

Learning Outcomes

Students who successfully complete this course will be able to:

1. Demonstrate a solid understanding of formal leadership and decision theory through discourse, presentation, and written paper assignments;

2. Review and summarize research literature and present persuasive written and oral critiques;

3. Engage in conversation to explore topics in their field of interest that represent opportunities for future investigation;

4. Use theory to frame researchable questions and extant literature to inform problems relating to research and professional practice; and

5. Further develop their ability to write doctoral-level papers.

NELP Standards

The following National Educational Leadership Preparation (NELP) Program Standards are addressed in this course:

1.1 Understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
1.2 Understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

3.1 Understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

4.2 Understand and demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.3 Understand and demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

4.4 Understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

7.2 Understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Course Materials

Recommended Resource:
American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th edition). Washington, D.C. American Psychological Association.

Other Course Resources will be listed in the weekly schedule and will be available on Blackboard.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

Professional Dispositions

See: https://cehd.gmu.edu/students/policies-procedures/

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/)

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to http://cours-essupport.gmu.edu/.
- More information about VIA can be found at https://cehd.gmu.edu/aero/assessments/. Questions can be directed to viahelp@gmu.edu.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For information on the College of Education and Human development, please visit our website https://cehd.gmu.edu/students/ .

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.