

**George Mason University
College of Education and Human Development
Education Leadership Program**

EDLE 620. DL2 CRN 83830– Organizational Theory and Leadership
3 Credits, Fall, 2024
100% Asynchronous Online Cohort

Faculty

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Prerequisites/Corequisites

Application to the Independent School Leadership Program.

University Catalog Course Description

EDLE 620: Organizational Theory and Leadership Development (3:3:0) Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.

Course Overview

Organizational Theory and Leadership Development is intended to allow students to explore the meanings of leadership in schools, leaders' roles in school change and restructuring, and ways school leaders make sense of school organization. Students will explore how organizations function and what leadership choices exist within organizations, and they will have an opportunity to begin developing a vision of their leadership practice and situating it within a perspective of how school organizations work.

Course Delivery Method

This 100% online course uses an asynchronous format via Mason's Blackboard learning management system (LMS) housed in the [MyMason portal](#). You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 28, 2024.

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learning Outcomes

This course is designed to enable students to do the following:

Program Learning Objectives

The Education Leadership program is designed to prepare candidates for leadership and management positions in various educational settings. The program emphasizes understanding the complexities of change in schools, communities, and organizations. This first class is intended to introduce students to theory and practice in school leadership. Theories presented in this class through readings, mixed media, and engagement activities will be used throughout the program to frame the candidate's thinking about leadership practice and decision-making.

Course Learning Objectives

1. Understand the meaning and significance of the education leader's vision and core beliefs in school organizations;
2. Explore and differentiate traditional and critical leadership and organizational theories and their relationship to the study and practice of educational leadership and
3. Use multiple conceptual and theoretical tools and strategies to observe, describe, and analyze leadership cases that promote organizational change and enhance institutional performance.

Professional Standards

This course addresses the following professional standards:

The Independent School Leadership Concentration coursework is informed by professional leadership standards and the [NAIS Principles of Good Practice](#), reflecting an overall dedication to quality education characterized by independent schools. Students who complete this course will be able to:

1. Define, identify, and articulate the meaning and significance of the education leader's vision and core beliefs in school organizations.
2. Construct and articulate a vision of effective school leadership that is supported by their values and core beliefs about leadership, teaching, and learning.
3. Demonstrate knowledge of traditional and critical leadership and organizational theories and their relationship to the field of education leadership.
4. Compare and contrast the theoretical assumptions and traditional organizational theories that inform Bolman & Deal's four-frame model for analyzing organizational behaviors and outcomes.
5. Develop leadership cases that reflect connections between leadership and organizational theory, research, and practice.
6. Analyze leadership cases and scenarios through the practice of framing and reframing.

NELP Standards

NELP Standard Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision to reflect a core set of values and priorities, including data use, technology, equity, diversity, digital citizenship, and community.

NELP Standard Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes, including data use, design, implementation, and evaluation.

NELP Standard Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

NELP Standard Component 4.4 Program completers 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.

ICAISA Standards

Mission

The school has a clear statement of its educational mission. The stated mission and philosophy guide the school's admissions, program, planning, and decision-making.

The school's mission is congruent with principles of academic scholarship: permitting and encouraging freedom of inquiry, diversity of viewpoints, and independent/critical thinking.

Governance and Fiscal Responsibility

The school's governing board is a deliberative body with clearly defined roles and responsibilities that are communicated to all constituents. It provides for the continuity of the mission.

Program

The educational program stems from the school's beliefs about teaching and learning, which are regularly reviewed and consistent with the school's mission.

Professional Staff

The administration actively supports faculty and staff's professional development by allocating time and resources.

Required Texts

Course Texts:

Bolman, L., & Deal, T. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). San Francisco: Jossey-Bass. (This is available electronically from the library; you **DO NOT need to purchase this book**).

Fullan, M. (2020). *Leading in a culture of change* (Second Edition). San Francisco: Jossey-Bass. (As of 8/21, this book is available electronically from the library, and you **DO NOT need to purchase it**.)

Recommended Text

American Psychological Association (2009). Publication Manual of the American Psychological Association (7th edition). Washington, D.C.: American Psychological Association.

Technical Requirements

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

- High-speed internet access with updated browsers.
 - Blackboard Learn supported browsers:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
 - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

Expectations

Course Week:

- Because online courses do not have a "fixed" meeting day, our week will generally **start** on Wednesday and **finish** on Tuesday, with exceptions communicated to students via Bb schedule update. Major Assignments notwithstanding, all Activities should be completed on or before the Tuesday of the course week.
- Log in Frequency:
Students must actively check the course LMS site and their GMU email at least three times per week for communications from the instructor, class discussions, and/or access to course materials.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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, therefore, budget their time accordingly. Late work based on individual technical issues will not be accepted.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* in the **Class Schedule** section posted on the Blackboard course site. The student is responsible for keeping 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. 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 that others do not consider them 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 accommodations to ensure accessibility must be registered with George Mason University Disability Services and provide the instructor with a Faculty Contact Sheet. Academic accommodations are initiated through Faculty Contact Sheets, which are not retroactive.

Course Performance Evaluation

Students are expected to submit all assignments on time as the instructor outlines.

Graded assignments account for 75% of the overall grade, and online course participation accounts for 25%. Each assignment, except for the autoethnography, should be considered in relation to the course content and the independent school context. Rubrics for the Performance-Based Assessments are provided on the Blackboard site. Students are expected to submit all assignments on time and in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments: (75%)

1. Platform of Beliefs	20%
2. Autoethnography – Part 1	25%
3. Reframing Paper	30%

Leadership and Reflection Requirements (25%)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions and asynchronous and synchronous group activities and serve as critical friends to other students. Weekly prompts and activities require student participation. In this course, engagement points are accrued by unit rather than per learning activity. The participation assessment rubric is presented on the Blackboard course site.

Expectations for Written Work

Use appropriate grammar.
Writing should be the caliber of a graduate student.
Use Times Roman or Arial 12-point font.
Include a cover page with your name, date & assignment.
Follow APA guidelines (double space, references, etc.)

Spell correctly.
Type all work.
Write clearly.
Find a good proofreader.
Avoid plagiarism.

Expectations for Group Presentations

Each team member has a clearly identifiable role of contribution.
Practice conflict resolution and consensus-building.
Use clear transitions.
Proofread multimedia in use.

Grading Scale:

A+	=	100 percent	B+	=	89 - 86 percent	C	=	79 - 75 percent
A	=	99 - 95 percent	B	=	85 - 83 percent	F	=	74 percent or below
A -	=	94 - 90 percent	B-	=	82 - 80 percent			

Use of Generative AI

The use of Generative AI tools should follow the fundamental principles of Mason's Academic Standards. This includes being honest about using these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Aspiring education leaders are expected to demonstrate a professional attitude, initiate and facilitate class discussions without dominating them, and make balanced contributions in both asynchronous and synchronous group activities. They should also respectfully provide and receive constructive peer feedback to enhance learning and engagement. Attendance and active participation in every session are mandatory. Absence, tardiness, and passive engagement will affect student performance outcomes. In case of emergencies, students must contact the instructor to discuss possible mitigation of the impact on their final grade.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to and contribute to these commitments, the CEHD Mission, and the Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

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.

Other Reminders:

- **GMU Add/Drop Policy:** The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.
- **Plagiarism:** Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of the quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.
- **Copyright:** Copyright rules also apply to Internet users who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to email (don't cite or forward someone else's email without permission), newsgroup material, and information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page unless the materials are made available through a fair use claim or consistent with the TEACH Act.
- **Academic Integrity & Inclusivity:** This course embodies the perspective that we all have differing perspectives and ideas, and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas. Still, we should also do so, keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e., we may disagree without being disagreeable. <https://oai.gmu.edu/>
- **Diversity, Religious Holiday:** Please refer to George Mason University's calendar of religious holidays and observations (<https://ulife.gmu.edu/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.
- **Student Privacy Policy:** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for the release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>.
- **Other Concerns:** If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous emails.