

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

EDLE 620, Section 601 – Organizational Theory and Leadership Development  
3 Credits, Fall 2024  
Specified Wednesdays Synchronously (4:45-7:45 p.m.)

**Faculty**

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**Prerequisite/Corequisites:** None

**University Catalog Course Description**

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**

Students will: 1) Understand the meaning and significance of the education leader’s personal 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 education leadership; and 3) Engage multiple conceptual and theoretical tools and strategies for observing, describing, and analyzing leadership cases for organizational change and school improvement.

**Course Delivery Method**

This course will be delivered 100% online using (50% synchronous and 50% asynchronous) format. The synchronous portion of the course will be delivered on Wednesdays, 4:45 to 7:45 p.m., via Zoom, which can be accessed through the Blackboard Learning Management System (LMS) housed in the MyMason portal. You will log into the Blackboard course site using your Mason email name and email password. The Zoom link to access synchronous sessions will be on the navigation panel of the Blackboard course site.

The asynchronous portion of the course will be also delivered through the Blackboard Learning Management System (LMS) housed in the MyMason portal. You will log into the Blackboard course site using your Mason email name and email password to complete assignments. The course site will be available by September 3, 2024.

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

## **Learning Outcomes**

Students who successfully complete this course will be able to:

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

## **Professional Standards (National Standards and Virginia Competencies)**

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Reframing Paper. The course addresses a variety of the **NELP Standards**, focusing primarily on the following: Standards 1.1, 1.2, 3.3, 4.3, 4.4, and corresponding components of the Virginia Standards for School Leaders.

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities, and organizations. This is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. Theory introduced in this class will be used throughout the program to frame candidate's thinking about leadership practice and decision making.

The **NELP** standards for building-level leadership preparation address the most critical knowledge and skill areas for beginning building-level educational leaders. These standards align to national leadership practice standards and research on effective leadership practice, input from key stakeholder communities, and the four Council for the Accreditation of Educator Preparation (CAEP) principles—(A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibility. The Education Leadership Department began the transition to NELP standards in the fall of 2020 and students beginning his/her program on or after that time will be following the NELP standards.

**NELP Standard 1:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

**NELP Standard Component 1.1** Program completers 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.

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

**NELP Standard 3:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

**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 4:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skill, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

**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.

## Required Texts

Bolman, L., & Deal, T. (2021). *Reframing organizations: Artistry, choice, and leadership* (7<sup>th</sup> 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.**

Fullan, M. (2020). *Leading in a culture of change* (2<sup>nd</sup> 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.**

## 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](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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: Our course week will begin on Wednesdays and end on Tuesdays (11:59 p.m.). Asynchronous assignments will be available on Wednesday (a.m.) of asynchronous weeks and will be due the following Tuesday (11:59 p.m.).
- Log-in Frequency: **All students should participate live during any synchronous sessions, should they become necessary during the course of the semester. *Students should make sure their camera is on.*** 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 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.

**Communicating with Instructor:** Feel free to discuss any/all concerns about the class with me. You may do so using e-mail, phone or Zoom.

### **Use of Generative AI**

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of 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>.

### **Class Schedule**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. See class schedule below.

### **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 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](mailto: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: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - 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](mailto:titleix@gmu.edu).