Table 1: Education Unit Conceptual Framework

**EDUCATION UNIT CONCEPTUAL FRAMEWORK**

**Mission**
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

**Program Outcomes and Indicators**
After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge  
   b) implement effective practice  
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education  
   b) make informed decisions  
   c) participate in collaborative endeavors  
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential  
   b) maintain professional and ethical standards  
   c) engage in continuous improvement
EDUCATIONAL LEADERSHIP DEPARTMENT

Mission
Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

Goals
The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

Strategic Leadership
Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.\(^1\)
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.\(^2\)
A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.\(^3\)

Instructional Leadership
Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.\(^1\)
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth.\(^2\)

Organizational Leadership
Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.\(^1\)
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.\(^2\)

Political Leadership
Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand.\(^1\)
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.\(^2\)

Community Leadership
Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand.\(^1\)
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.\(^2\)

Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and

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mobilizing community resources.

**Education leaders for 21st century**

**Students must demonstrate:**
- commitment to high standards;
- strong ethical values;
- credible instructional leadership;
- understanding of social and political trends and changing role of education in our society;
- problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
- capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
- commitment to life-long learning which empowers students, staff, and themselves.

**We believe that:**
- every child must achieve academic success in school.
- every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.
- school leaders must be reflective practitioners.
- knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

1 NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995
2 California Professional Standards for Educational Leaders 2001

**Note:** Department of Educational Leadership curricular an instructional practices are informed by the International Society for Technology in Education (ISTE) Standards for Administrators ([http://www.iste.org/standards-for-administrators](http://www.iste.org/standards-for-administrators))

**STUDENT LEARNING GOALS AND RELATED OBJECTIVES**

**Program Objectives**

This list is extracted from the full list of program objectives and shows only those applicable to this particular course. Those shown in *italics* relate to assessment, accountability, and student learning

**Experts in Educational Leadership:**
- Who understand the needs of adult learners and can apply the theories found in the literature to the process of educational reform

**Professionals Whose Practice is Informed by Scholarly Literature**
- Who will critique informal ideas about best practice on the basis of the literature and class discussion
- Who will have a sense of the limits of the literature, fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.
- Who will foster and encourage best practices within their organizations, based on critical analysis of scholarly literature
- Who can develop with their colleagues and subordinates the ability to participate in communities of learning based on reflective practice and critique of the scholarly literature.

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• Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.

**Reflective Practitioners**
• Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.
• Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.

**Change Agents**
• Whose knowledge of research enables them to interpret findings, make judicious applications of research, and advise others in policy positions.
• Who are able to select applied research that addresses significant questions and ground it within the general framework of the scholarly literature.
• Who use research results and a sophisticated understanding of organizational structures, cultures, and institutional networks to foster positive reform efforts within their organizations and across educational institutions?

**Self-Aware and Ethical Professionals**
• Who understand that education is embedded in a network of social and political structures that can be influenced and also will exert powerful influences on the educational process at all levels.

**Professionals Who Value Diversity**
• Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to the wider community?

**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Candidates are encouraged to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions.

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**Promote Diversity**
Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

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**Engage in Collaborative Endeavors**
Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

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**Think Critically**
Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they
use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

**Maintain Professional and Ethical Standards**
Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

**Value life-long learning**
Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

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**RESPONSE TIME**  
The instructor will respond to email questions and online assignments usually within 48 hours (except weekends)

**COURSE DESCRIPTION**

The course examines organizational theories and their application to the role of educational leaders. Theories from leadership and management literatures, which predicate the conceptual development of the role of educational leadership, will also be explored. Implications of these theories for effective performance as educational leaders will be identified and discussed.

**REQUIRED TEXTS**


**OTHER REQUIRED MATERIALS**

Materials that will be handed out in class or placed on Titanium.

**RECOMMENDED READING MATERIALS**


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*Updated January 2014*


**RECOMMENDED CLASSICS IN THE FIELD**


Machiavelli, N. (1513, 1532).


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Students should be aware of journals that feature the professional study of organizational theory. Students should familiarize themselves with these journals and utilize them when appropriate to their interests and class work. Here is a partial list:

<table>
<thead>
<tr>
<th>AASA Professor</th>
<th>Educational Management &amp; Administration</th>
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<tbody>
<tr>
<td>Administrative Quarterly</td>
<td>Human Relations</td>
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<tr>
<td>Education Week</td>
<td>The Journal of Management Education</td>
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<tr>
<td>Educational Administrative Abstracts</td>
<td>Organization</td>
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<td>Educational Administrative Quarterly</td>
<td>Phi Delta Kappan</td>
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<tr>
<td>Educational Leadership</td>
<td>The School Administrator</td>
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**ATTENDANCE**  
Students should attend all seminars and 2 points will be deducted from Participation Points for each absence.

**GRADING POLICY AND GRADING STANDARDS FOR THE COURSE**

Your grade in this course will be determined by a summative analysis of your:

- Article Deconstruction ………………… 20 points  
  Due February 10
- Short Paper 1…………………… ……... 20 points  
  Due March 4
- Forum …………………………………... 10 points  
  Due March 25
- Personal Organizational Philosophy …. 20 points  
  Due April 15
- Applying a Theory Paper…….. ………. 20 points  
  Due April 29 or May 6
- Participation……………………………. 10 points   throughout the course

Students in the program are expected to perform at the doctoral level. Only courses in which grades of A+, A, A-, B+ or B are received may be applied toward degree requirements. Course grades of A+, A, or A- are assigned for outstanding scholarship. Grades of B+ and B are assigned for strong scholarship. Grades of B- may be accepted in partial satisfaction of degree requirements if the student has a grade point average of at least 3.0 in all courses applicable to the degree. Grades of C, D, or F will be assigned when scholarship does not meet course expectations for successful performance.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
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<tr>
<td>A</td>
<td>95 – 97</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>88 – 89</td>
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<tr>
<td>B</td>
<td>85 – 87</td>
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<tr>
<td>B</td>
<td>80 – 84</td>
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<tr>
<td>C+</td>
<td>78 – 79</td>
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<tr>
<td>C</td>
<td>75 – 77</td>
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<tr>
<td>C</td>
<td>70 – 74</td>
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<tr>
<td>F</td>
<td>0 – 59</td>
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ASSIGNMENTS

- In each case, your work on assignments should demonstrate conceptualization, critical analysis, ethics, synthesis, and the promotion of diversity.
- Finished products (power points and papers) must use appropriate APA format.
- Papers should include relevant headings and subheadings to guide the reader.

**Article Deconstruction 20 points**

Due February 10, 2015.

Read: C. A., Capper & Green, T.L. (2013). Organizational Theories and Development of Leadership Capacity for Integrated, Socially Just Schools. In Tillman L. C. & Scheurich, J. J. (Eds.) Handbook of Research on Educational Equity and Diversity. This article is posted on Titanium for Class 3 February 11. Deconstruct this article using an outline format to capture the thinking/conceptualization associated with this article:

I.  
   A.  
   B.  
      1.  
      2.  

Got the idea?

Follow the outline with one page statement indicating what you learned from this exercise and identify four (4) articles found in the article’s References that you would like to read to further your knowledge in this area. (APA format)

This assignment shows the practical connection with the work world and addresses the following CPSEL(s):

- CPSEL # 1 Development and Implementation of a Shared Vision
- CPSEL # 3 Management and Learning Environment
- CPSEL # 5 Ethics and Integrity

**Short Paper 1 (Chapter 6) 20 points**

Due March 4, 2015 (6 to 8 pages)

a. Take the LMX-7 Questionnaire. Use the items to refine your discussion of b-d.
b. Discuss the LMX relationship of a work situation that you are currently in or were in at one time. What specific traits did this leader possess or fail to possess?
c. Were your relationships with your leader positive or were they based more on contractual relationships.
d. What effect do you think this had on your performance?

This assignment shows the practical connection with the work world and addresses the following CPSEL(s):

- CPSEL # 1 Development and Implementation of a Shared Vision
- CPSEL # 3 Management and Learning Environment
Forum (Chapter 9) 10 points  

Due March 25, 2015

Forums are designed to engage students in the analysis and discussion of topics and selected course readings. Students will demonstrate an in-depth understanding, interpretation, and application of relevant concepts by

a. Responding to the forum item.

b. Responding to at least one other student’s forum contribution in a civil and respectful manner when challenging ideas.

The Forum question to respond to: How might an administrator tighten coupling patterns in a school to enable change? What unintended consequences could result?

This assignment shows the practical connection with the work world and addresses the following CPSEL(s):

CPSEL # 1 Development and Implementation of a Shared Vision
CPSEL # 3 Management and Learning Environment

Personal Organizational Philosophy 20 points  

Due April 15, 2015

Use theories covered in class and readings as a basis for describing your own organizational philosophy by addressing the following:

a. Is your approach to organization and leadership more aligned with an entity or collectivist orientation? Explain using references from Marion and Gonzales.

b. Define your organizational philosophy and then explain how it helps you make sense of organizational operations.

c. Be sure your philosophy and organizational orientation reflects both your current educational environment the future educational environment you expect to exist in.

d. How does this philosophical orientation assist in resolving organizational problems?

(8 to 10 pages)

This assignment shows the practical connection with the work world and addresses the following CPSEL(s):

CPSEL # 6 External Context and Policy

Applying Theory Paper 20 points  

Due May 29 or May 6, 2015

Use the following organizational theories you have been reading about and discussing in this seminar, to describe your current work environment in detail. Start with a short introduction describing the context of the environment you work in and then apply the following theories as the basis of your description:

Leading Individuals:

Chapters:
1 closed and open systems
2 theory X/Y; Hygienic-Motivation
3 structuralism-functionalism
4 open systems
5 contingency theory; collectivist theory
6 transactional/transformational leadership
7 conflict theory

Leading Collectives:
Chapters
8 sensemaking
9 chaos theory; complexity theory
10 interpretative vs postpositive approach to culture

More Explanations of Organizational Leadership Behavior
12 critical race theory; social justice
13 new institutionalism
14 social evolution

This assignment shows the practical connection with the work world and addresses the following CPSEL(s)

CPSEL # 1 Development and Implementation of a Shared Vision

LATE ASSIGNMENTS

Five (5) points will be deducted for each day an assignment is late.

TECHNICAL REQUIREMENTS

Every student will maintain an email address and have access to the World Wide Web while they are enrolled in our programs. The University has computing facilities that can be used to email or access the web.

UNIVERSITY INFORMATION

Titanium

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy UPS 300.00), students with disabilities must document their disabilities at the Disability Support Services (DSS) Office (657) 278-3117 in order to be accommodated in their courses.

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**Academic Dishonesty Policy**

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

**Two week plan for distant instruction should on-campus instruction be interrupted**

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

**Emergency Contact**

In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

**Library Support**

Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

**Policy on Retention of Student Work**

All student work will be returned to students and not retained.
Leading Individuals

Class 1 January 21
Overview

Marion and Gonzales: Preface pp. xv-xvii
Introduction pp. 1-5

Class 2 January 28
Roots of Modern Organizational Theory

Marion and Gonzales: Chapter 1 pp. 7-30

Ideas: entity leadership, conflict, organizational theories closed systems, management vs leadership, administrative functions, bureaucratic theory, hyperrationality

People: Taylor, Merton, Gouldner, Fayol, Follett, Weber

Class 3 February 4
Leading People: Human Relations

Marion and Gonzales: Chapter 2 pp. 31-54

Ideas: human relation movement, Hawthorne studies, Theory X/Theory Y, Hygienic-Motivation, informal groups

People: Mayo, Maslow McGregor, Herzberg, Shakeshafter

Class 4 February 11
Leading Tasks and People: Structural-Functionalism

Marion and Gonzales: Chapter 3 pp. 55-72

Ideas: cooperative system, machine theory, trait theory, structural-functionalist, management of influence, Ohio State managerial grid

People: Bernard, Seliznick, McCall & Lombardo, Likert

Deconstruct Article
Due February 10
Class 5 February 18  
Changing, Motivating, and Leading in Open Systems: Systems Theory

Marion and Gonzales: Chapter 4 pp. 73-104  
**Ideas:** open systems, models of open systems, communication and open systems, Getzels-Guba model of organization, motivation and open systems, Porter & Lawler model  
**People:** Seiler, Leavitt, Forrester, Getzels & Guba, Vroom, Porter & Lawler

Class 6 February 25  
How to Lead-Contingency Theory

Marion and Gonzales Chapter 5 pp. 105-142  
**Ideas:** contingency theory and collectivist theory, structural contingency theory, leadership contingency theory, managerial grids, differentiation, situational leadership  
**People:** Perrow, Hersey, Fiedler, Blanchard, Blake & Mouton

Class 7 March 4  
Leadership as Relationships: LMX

Marion and Gonzales Chapter 6 pp. 143-154  
**Ideas:** LMX theory, Stage 4 LMX, LMX scales  
**People:** Graen & Uhl-Bien

Class 8 March 11  
The Change Oriented Leader: Transformational Leadership Theory

Marion and Gonzales Chapter 7 pp. 155-181  
**Ideas:** situating transformational leadership, transactional vs transformational, elements of transformational leadership  
**People:** Yukl, Burns, Bass, Avolio, Leithwood,
Leading Collectives

Class 9 March 18
Conflict

Marion and Gonzales Chapter 8 pp. 183—204

Ideas: conflict theory, structural-functional perspectives, complexity theory, contagion and conflict

People: Dahrendorf, Merton, Jehn

Class 10 March 25
Loose Coupling, Decision-Making, and Sensemaking

Marion and Gonzales Chapter 9 pp. 205-258:

Ideas: loose coupling, decision making, sensemaking

People: Weick, Pfeffer & Salancik, Simon, Mintzberg, Katz & Khan, Drucker

Forum

Due March 25

Class 11 April 8
Encouraging Innovation and Building Fitness: Complexity Theory

Marion and Gonzales Chapter 10 pp. 231-258

Ideas: chaos theory, complexity theory, complex adaptive system, leadership of and in complex systems, complexity theory in schools

People: Cilliers, Lewin, Marion,

Class 12 April 15
Schools as Cultures: Cultural Leadership

Marion and Gonzales Chapter 11 pp. 259-283

Ideas: conceptualizing culture, elements of culture, interpretative vs postpositivist approach to culture

People: Geertz, Schien, Tierney, Pfeffer, Ouchi, Deming

Personal Organizational Philosophy

Due April 15

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<table>
<thead>
<tr>
<th>Class 13 April 22</th>
<th>Interrogating Organizational Management and Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marion and Gonzales Chapter 12 pp. 287-313</td>
<td>Ideas: Marxist beginnings, Frankfurt school, ideology and subcultural emphasis, surveilling self, continuous improvement, velvet glove, critical feminist perspectives, critical race theory</td>
</tr>
<tr>
<td>People: Alvesson, Foucault, Marx, Senge, Pfeffer, Perkins-Gilman, Kanter,</td>
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<thead>
<tr>
<th>Class 14 April 29</th>
<th>Leading in a Manufactured Reality: Institutional Theory</th>
</tr>
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<tbody>
<tr>
<td>Marion and Gonzales Chapter 13 pp. 315-338</td>
<td>Ideas: old institutionalism, new institutionalism, socially constructed reality</td>
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<tr>
<td>People: Selznick, Meyer&amp; Rowan, Bourdieu, Scott, Gonzales,</td>
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<tbody>
<tr>
<td>Marion and Gonzales Chapter 14 pp. 339-364</td>
<td>Ideas: social evolution, types of organizations, failure of organizations</td>
</tr>
<tr>
<td>People: Darwin, Spencer</td>
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</tbody>
</table>

Apply a Theory Paper
Due April 29 or May 6