

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM:

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- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**EDPL 623. UNDERSTANDING AND INFLUENCING ORGANIZATIONS IN DIVERSE COMMUNITIES (3).**

Three hours lecture/discussion per week.

Prerequisite: Admission to the Principals Leadership Program.

Organizational theory and leadership skills required to understand and implement change. Topics include organizational structures and the cultural context of schooling, moral and ethical leadership skills needed to guide, build consensus, resolve conflict, support risk-taking, and lead an entire school community in pursuit of a shared vision of educational excellence for all students.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	<u>3</u>	<u>1</u>	<u>20</u>
Seminar			
Laboratory			
Activity			

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course in the Principals Leadership Program and meets the California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

**Students who successfully complete this course will be able to:**

- Demonstrate an understanding of the multiple approaches to how organizations are studied and described
- Describe the ways in which organizational theory helps explain the influences, structures and behaviors within a school
- Integrate and apply a variety of human development, psychological and sociological theories to explain and guide behavior in an organizational setting
- Apply ethics standards in personal and professional roles in leadership
- Demonstrate an understanding of the role of the principal in leading, managing, and shaping the culture of a school
- Use reflection as a tool to analyze the relationship between theory and practiced concerning leadership practices in the context of contemporary California school issues Demonstrate the ability to utilize organizational change and development theories in improving management decisions, school effectiveness, work lives of professionals and learning outcomes for students
- Demonstrate university level competence in oral and written communication, and in the use of technology and information literacy

4. Is this a General Education Course                      YES                      NO  
 If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- Introduction: review of course requirements
- Overview of organizational theory
- Theory and practice in the 21<sup>st</sup> century organizations
- Viewing schools through organizational frames
- Influences from the external environment on organizational culture and change
- Social responsibilities of organizations
- The politics of educational organizations and change
- Internal Influences on school organization
- Organizational leadership versus organizational management
- Organizational change and development
- Moral leadership skills and role of ethics in the development of a personal theory of organizational practice
- Organizational relationships: motivation and alignment
- Schools as communities of leaders and learners: decision-making in the organization
- Facilitating organizational success: leading a community toward a shared vision for the organization
- Models of participatory management
- Group dynamics: community cooperation, collaboration, and support
- Putting it all together: understanding and influencing school organizations in our communities
- Presentation of research papers
- Class closure

6. **References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Bolman, Lee G. and Deal, Terrence E. (1997) *Reframing Organizations: Artistry, Choice and Leadership*. Indianapolis, IN: Jossey-Bass.  
 Bolman, Lee G. and Deal, Terrence E. (2002) *Reframing the Path to School Leadership*. Thousand Oaks, CA Corwin Press  
 Murphy, Joseph and Louis, Karen Seashore. (1999) *Handbook of Research on Educational Administration*. Indianapolis, IN Jossey-Bass.  
 Owens, R.G. ((2001) *Organizational Behavior in Education: Instructional Leadership and School Reform*. (7<sup>th</sup> ed). Boston MA: Allyn and Bacon.  
 Sergiovanni, Thomas J. (2000) *Moral Leadership*. Indianapolis, IN: Jossey-Bass.  
 Jossey-Bass Publishers. (2000) *The Jossey-Bass Reader on Educational Leadership*. Indianapolis, IN: Jossey-Bass.

7. **List Faculty Qualified to Teach This Course.**

Current Education Faculty

8. **Frequency.**

a. Projected semesters to be offered: Fall \_\_\_\_ Spring \_\_\_\_ Summer \_\_\_\_