

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

**Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production**

DATE (CHANGE DATE EACH TIME REVISED): SEPTEMBER 15, 2013; REV. 12.9.13

PROGRAM AREA(S): EDUCATION

**Directions:** All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

**1. Indicate Changes and Justification for Each.** *[Mark an X by all change areas that apply and follow-up your justification. Be as brief as possible but, use as much space as necessary.]*

<input type="checkbox"/> Course title	<input checked="" type="checkbox"/> X Course Content
<input type="checkbox"/> Prefix/suffix	<input checked="" type="checkbox"/> X Course Learning Outcomes
<input type="checkbox"/> Course number	<input type="checkbox"/> References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input checked="" type="checkbox"/> X Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input checked="" type="checkbox"/> X Catalog description	
<input type="checkbox"/> Mode of Instruction	

**Justification:** The purpose of this modification is to adjust the program to prepare candidates pursuing an administrative career in both P-12 **and** higher education settings (as opposed to just P-12).

**2. Course Information.**

*[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)*

**OLD**

Prefix EDPL Course# 623  
 Title Understanding and Influencing Organization in Diverse Communities Units (3)  
 3 hours lecture per week  
☐ hours blank per week

☐ Prerequisites: Admission to the Principals Leadership Program.

☐ Consent of Instructor Required for Enrollment  
 Corequisites: ☐

**Catalog Description** (Do not use any symbols):

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.

**NEW**

Prefix EDPL Course# 623  
 Title Understanding and Influencing Organization in Diverse Communities Units (3)  
 3 hours lecture per week  
☐ hours blank per week

☒ X Prerequisites: Admission to the Master of Arts in Education, Educational Leadership Specialization

☐ Consent of Instructor Required for Enrollment  
 Corequisites: ☐

**Catalog Description** (Do not use any symbols):

Examines organizational theory and leadership skills required to understand and implement change. Topics include organizational structures, the cultural context of education and ethical leadership.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ X A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

General Education Categories: ☐

Grading Scheme (Select one below):

☒ X A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate  
☐ Post-Baccalaureate  
☒ Graduate

☐ Undergraduate  
☐ Post-Baccalaureate  
☒ Graduate

### 3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) \_\_\_\_\_  
(Provided by the Dean)

#### Existing

#### Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>20</u>	X	<input type="checkbox"/>
Seminar	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Course Attributes:

☐ **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/ge>  
 Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

#### **A (English Language, Communication, Critical Thinking)**

- ☐ A-1 Oral Communication
- ☐ A-2 English Writing
- ☐ A-3 Critical Thinking

#### **B (Mathematics, Sciences & Technology)**

- ☐ B-1 Physical Sciences
- ☐ B-2 Life Sciences – Biology
- ☐ B-3 Mathematics – Mathematics and Applications
- ☐ B-4 Computers and Information Technology

#### **C (Fine Arts, Literature, Languages & Cultures)**

- ☐ C-1 Art
- ☐ C-2 Literature Courses
- ☐ C-3a Language
- ☐ C-3b Multicultural

#### **D (Social Perspectives)**

#### **E (Human Psychological and Physiological Perspectives)**

#### **UDIGE/INTD Interdisciplinary**

**Meets University Writing Requirement (Graduation Writing Assessment Requirement)**

**Meets University Language Requirement**

☐ **American Institutions, Title V Section 40404:** ☐ Government ☐ US Constitution ☐ US History  
 Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>


☐ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

☐ **Online Course** (Answer YES if the course is ALWAYS delivered online).

### 5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]


**OLD**

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.

 Requirement for the Major/Minor  
 Elective for the Major/Minor  
 Free Elective

**NEW**

The course is required for those students pursuing the Master of Arts in Education, Educational Leadership Specialization. This course meets California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

 Requirement for the Major/Minor  
 Elective for the Major/Minor  
 Free Elective

**Submit Program Modification if this course changes your program.**

**6. Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

**OLD**

- 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

Upon completion of the course, the student will be able to:

**NEW**

- 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 leader in leading, managing, and shaping the culture of a school/educational environment
- Use reflection as a tool to analyze the relationship between theory and practiced concerning leadership practices in the context of contemporary California education 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

**7. Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

**OLD**

- Introduction: review of course requirements
- Overview of organizational theory
- Theory and practice in the 21st 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

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- Introduction: review of course requirements
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|--|--|
| <ul style="list-style-type: none"> <li>- Organizational change and development</li> <li>- Moral leadership skills and role of ethics in the development of a personal theory of organizational practice</li> <li>- Organizational relationships: motivation and alignment</li> <li>- Schools as communities of leaders and learners: decision-making in the organization</li> <li>- Facilitating organizational success: leading a community toward a shared vision for the organization</li> <li>- Models of participatory management</li> <li>- Group dynamics: community cooperation, collaboration, and support</li> <li>- Putting it all together: understanding and influencing school organizations in our communities</li> <li>- Presentation of research papers</li> <li>- Class closure</li> </ul> | <ul style="list-style-type: none"> <li>management</li> <li>- Organizational change and development</li> <li>- Moral leadership skills and role of ethics in the development of a personal theory of organizational practice</li> <li>- Organizational relationships: motivation and alignment</li> <li>- Educational organizations as communities of leaders and learners: decision-making in the organization</li> <li>- Facilitating organizational success: leading a community toward a shared vision for the organization</li> <li>- Models of participatory management</li> <li>- Group dynamics: community cooperation, collaboration, and support</li> <li>- Putting it all together: understanding and influencing school organizations in our communities</li> <li>- Presentation of research papers</li> <li>- Class closure</li> </ul> |
|--|--|

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

**8. Cross-listed Courses (Please note each prefix in item No. 1)**

**A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).**

**B. List each cross-listed prefix for the course:**

**C. Program responsible for staffing:** School of Education

**9. References. [Provide 3-5 references]**

**OLD**

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.

**NEW**

Bolman, Lee G. and Deal, Terrence E. (2013) *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  
 Murphy, J., and Louis, K. (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.

**10. Tenure Track Faculty qualified to teach this course.**

Merilyn Buchanan

Tiina Itkonen

**11. Requested Effective Date or First Semester offered: Spring 2015**

**12. New Resource Requested: Yes ☐ No ☒**

If YES, list the resources needed.

**A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)**

☐

**B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)**

☐

**C. Facility/Space/Transportation Needs:**

☐

**D. Lab Fee Requested: Yes ☐ No ☒ (Refer to the Dean's Office for additional processing)**

**E. Other.**

☐

**13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☒ No ☐**

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

Last day to submit forms to be considered during the current academic year: **April 15<sup>th</sup>**.

Manuel Correia

12/9/13

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Proposer(s) of Course Modification

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Date

Type in name. Signatures will be collected after Curriculum approval.

# Approval Sheet

**Course:** EDPL 623

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date