Prerequisite: There are no prerequisites for this course
Instructor: Martin Scanlan, Ph.D.
E-mail: martin.scanlan@marquette.edu
Phone: 414-288-4434
Office: Schroeder Health Complex, 116F, by appointment

Required texts:
3. Other required readings will be available electronically on the course web site. This web site will also be used for various administrative tasks (e.g. discussion forum, assignment submission and grading, group coordination, quizzes). Since we will use this site extensively, access to a computer connected to the Internet is required for successful completion of this course.

Recommended texts:

Course description: Theory and Practice of Educational Leadership (EDPL 200/300) is a three-credit graduate course designed to assist students in Educational Policy and Leadership understand, analyze, and interpret the workings of multiple educational settings. The contextual terrain educational leaders face is complex and shifting (Lugg, Bulkley, Firestone, & Garner, 2002). This course is designed to help current and future educational leaders improve their skills for navigating this terrain. Participants will increase their understanding of theories and practices of educational leadership by critically examining the theoretical and conceptual frameworks of organizations and applying these to the field of educational administration. The intended learner outcomes of this course are for participants to:

- Demonstrate understanding of multiple approaches to the study of educational organizations
- Apply this understanding in an analysis of a school’s mission / vision
Student responsibilities:

1: *Face-to-face participation* (30% of final grade):

This class is a hybrid of face-to-face (F2F) and online meetings. The typical F2F meeting will consist of discussions, presentations, and activities. Your attendance and participation in the F2F meetings are important and will contribute to your final course grade. Given that most learning takes place via discussion, activities, and other experiences in the classroom, please actively participate in all class sessions. This requires coming prepared by carefully reading the materials for class and critically reflecting on them. Successful class discussions involve tolerance and respect for the diversity of opinions expressed by your colleagues, and pushing your own thinking.

Participation and attendance will be graded pass/fail weekly. You will only be notified if you receive a failing grade. An unexcused absence is automatically a failing grade. Students who receive 2 failing grades in participation will be required to conference with the professor to discuss whether or not continuing in the course is feasible.

2: *Online participation* (30% of final grade)

Sessions 2, 4, and 6 will not involve face-to-face meetings. Instead, you will complete online work in two manners: (a) working collaboratively with classmates through participating in a discussion board, and (b) working individually creating entries for a Virtual Museum of Conceptual Frameworks.

A) *Discussion Board Summaries* (15% of final grade):

These discussion boards are a forum for discussing the main points of the readings with a small group of peers, and apply these concepts about organizations to schools and educational leadership. Instead of attending sessions 2, 4, and 6 in person (Weeks 1-3), you will collaborate with colleagues in discussion board discussion of each of the three conceptual frameworks for understanding organizations. See Appendix A for a complete description of this assignment.

B) *Virtual Museum of Conceptual Framework* (15% of final grade):

The second component of the online participation will be done individually. Each week during the first three weeks of class you will create an entry for our Virtual Museum of Conceptual Frameworks. This is an opportunity to independently explore the corresponding conceptual framework (positivism, interpretivism, or critical theory) through using images, video, and hyperlinks. See Appendix B for a complete description of this assignment.

4: *Mission / Vision Case Study* (40% of final grade):

The Mission / Vision Analysis Case Study is a written analysis of the mission and vision at one school setting. The goal of this project is to apply the emerging understandings of organizational theory to a specific dimension of educational leadership: the organization’s mission / vision. You will research this through gathering data about the development and implementation of the mission and vision statements in an educational organization and analyzing this. See Appendix C for a complete description of this assignment.
DOCTORAL STUDENTS: In addition to the other course requirements, students taking the course at the doctoral level (EDPL 300) will examine how the organizational theory literature from class will potentially affect their future research. Toward this end, these students must:

- Meet independently (by phone or in person) two times to discuss this with the instructor, first during Weeks 1-2, and then during Weeks 3-4. Additional meetings may be required. Students are to schedule these meetings via email contact with the instructor.
- Conduct 3-5 additional readings that focus their attention toward this area of future research. These readings should be from empirical literature in peer-reviewed journals and/or from academic books in the field, and must be approved by the instructor during the first four weeks of class. If students do not have demonstrated experience in conducting literature reviews to assist them in finding such readings, they are required to conduct a research consultation with a librarian to assist them with this.
- Create a class presentation (max = 20 minutes) or write an essay (max = 3000 words) on this topic. These are due the final week of class.

Summary of Assignments:
Face-to-face participation – 30% (Occurs throughout 6 weeks)
Discussion boards – 15% (Weeks 1-3)
Virtual Museum of Conceptual Frameworks – 15% (Weeks 1-3)
Mission / Vision Case Study – 40% (Occurs throughout 6 weeks, due Session 11)

Grading procedures: This course follows policies of the University on grading & academic honesty (see: http://www.marquette.edu/grad/current/bulletin.shtml)

   A = Excellent  (94 – 100%)
   AB = 90 – 93%
   B = Satisfactory  (84 – 89%)
   BC = 80 – 83%
   C = Minimally acceptable  (70 – 79%)
   F = Failure (below 70%)

This course is aligned with the mission of the College of Education, which promotes an Ignatian view of educators as intellectual, moral, and spiritual leaders, guided by ethics of care and social justice. It is conducted in a manner that affirms the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class.

Please let me know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. Contact me as early in the course as practicable about such accommodations. I will maintain the confidentiality of the information that you share with me. If you need to miss class because of a religious observance, please let me know at least two weeks in advance.

Campus resources. If you have questions about campus policies and services you may wish to contact the Marquette Office of Disability Services, Alumni Memorial Union room 317 (www.marquette.edu/oses/disabilityservices/index.shtml; 414-288-1645)
Appendix A: Discussion Board Summaries (15% of final grade – Weeks 1-3)

The discussion board forums of Weeks 1-3 seek to provide you with an opportunity to discuss the main points of the readings and apply these concepts about organizations to schools and educational leadership. Each week will focus on one conceptual framework for understanding organizations: Week 1 = Positivism; Week 2 = Interpretivism; Week 3 = Critical Theory

Working with a small team of colleagues, two questions will frame your discussion:
1) How do the readings reflect the conceptual framework of this week (positivism, interpretivism, or critical theory) as a way of analyzing organizations?
2) What are some strengths and limitations of this framework for analyzing educational organizations?

Your goal is to collaboratively answer these questions.

- Each week one participant will assume primary responsibility for the summary. This leader will make an initial posting by Wednesday that specifically addresses the first question. This is posted directly into the discussion board (not in a separate document).

- On Thursday and Friday the group will engage in discourse about this through a threaded dialogue. Each member must post substantive feedback on the concepts a minimum of two times. During this discussion the substance of the first question should be fleshed out, and some consensus emerge about the main ways that the readings reflect the conceptual framework. During this discussion the second question (What are some strengths and limitations of this framework for analyzing educational organizations?) should also be discussed. As the instructor, I will monitor and add input to this discourse.

- The leader for the week will then edit and compile a final summary of the group (1000 word max) that answers the two guiding questions. By Saturday night this should be submitted through D2L dropbox. After review, it will be available to the entire class.

Discussion board summaries will be assessed collectively (for the group as a whole) on the following rubric. If at any time you feel that a member of your group is failing to adequately participate in this aspect of the course, inform me of this directly.

<table>
<thead>
<tr>
<th>Discussion Board Summary Rubric:</th>
<th></th>
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<tbody>
<tr>
<td>The discussion board discourse involved a substantive discussion of the readings vis-à-vis the conceptual framework of this week and its connection to educational organizations.</td>
<td>10 points</td>
</tr>
<tr>
<td>The summary concisely and compellingly answers both guiding questions, grounding assertions with specific and appropriate references to the readings and specific and appropriate links to educational organizations.</td>
<td>10 points’</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/ 20</td>
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</table>
Appendix B:  Virtual Museum of Conceptual Framework (15% of final grade – Weeks 1-3)

Each week during the first three weeks of class you will create an entry for our Virtual Museum of Conceptual Frameworks. This is an opportunity to independently explore the corresponding conceptual framework (positivism, interpretivism, or critical theory) through using images, video, and hyperlinks.

This museum is housed on a Wiki (http://edpl200-mu.wikispaces.com). Each week your entry should be a new page in this Wiki. It should provide 2-4 specific examples illustrating the conceptual framework via organizational elements. By “organizational elements” I am referring to any aspect that reflects the structure and functioning of an organization. A few examples of such organizational elements include architecture and office design, hiring practices, governance structures, slogans, and division of labour. NOTE: these elements do not need to be from educational organizations.

- Week 1: find and post 2-4 examples of organizational elements illustrating positivism
- Week 2: find and post 2-4 examples of organizational elements illustrating interpretivism
- Week 3: find and post 2-4 examples of organizational elements illustrating critical theory

You may illustrate these organizational elements through visual images, video clips, audio clips, and/or hyperlinks. Next to each element include a brief narration that points out the main themes you're emphasizing, including references to readings and themes from course discussions if appropriate. End each page by creating a hyperlink back to the section page (Positivism, Interpretivism, or Critical Theory).

A new Virtual Museum of Conceptual Frameworks entry is due Saturday at midnight during Weeks 1-3.

Your entry will be assessed individually on the following rubric:

<table>
<thead>
<tr>
<th>Virtual Museum of Conceptual Frameworks Rubric:</th>
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<tbody>
<tr>
<td>Key features of the conceptual framework (positivism, interpretivism, or critical theory) are illustrated through the organizational element referenced in images, video, and hyperlinks</td>
<td>10 points</td>
</tr>
<tr>
<td>Narration describing the features makes direct connections to literature and class discussion of the conceptual framework</td>
<td>10 points</td>
</tr>
<tr>
<td>Page presents information in a clear format, is easy to navigate, and provides direct links back to the appropriate home page</td>
<td>5 points</td>
</tr>
<tr>
<td>TOTAL / 25</td>
<td></td>
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Appendix C:  Mission / Vision Analysis Case Study (40% of final grade – Due Session 11)

Task Description:
You will conduct a mini-case study examining the origin and implementation of a school community’s mission and vision statements. This case study focuses on (a) how the mission and vision statements were developed and (b) how they are being implemented in the policies and practices of the school community. Your analysis will illuminate the organizational structure and the teaching and learning environment of the school community.

Successfully completing this task will require conducting interviews and gathering documentation. It will be helpful to select a school community with which you are already familiar. Interviews with school leaders will examine how the mission and vision were created and are implemented. Documentation should describe the development of mission and vision statements and illustrate specific examples of practices and policies that reflect and/or contradict the espoused mission and vision. Other data that may help in your analysis (e.g., observations of the school culture) may be included as well.

Analyzing these data will involve thinking critically about how the mission and vision, as artifacts, reflect the organizational structure in the school. Some questions to prompt this include:
- How are the learning goals articulated in the mission and vision responsive to a pluralistic society?
- Which stakeholders were involved in the development of the mission and vision? What does this process of development indicate about the organizational structure of the school community?
- What mechanisms exist for feedback of evidence reflecting how well the policies and practices in the school community align with the espoused mission and vision?

Draw from concepts in select readings from Murphy (2002) to ground your analysis, and make explicit what epistemological lens(es) you are using to guide your analysis (positivism, interpretivism, critical theory). (Max = 3000 words)

A proposed outline for this case study is:
1. Introduction: Briefly introducing school community
2. Conceptual Framework: Briefly explaining the epistemological lens(es) you use in approaching this case study, citing the literature as is appropriate
3. Methods and Data: Briefly explaining what data you gathered for analysis and how you gathered it
4. Findings: Describe the main findings regarding the two foci (origins and implementation)
5. Analysis: Analyze these findings through your chosen conceptual framework
6. Conclusions: Briefly summarize what you have learned

Papers should be written in APA format with appropriate citations throughout. For students in the EDPL principal track, this project will be evaluated as Critical Task #1.
EDPL 200 / 300 Course Calendar – Summer, 2009

Note: Come to class with readings complete. Numbered readings are in the text Classics of Organization Theory (Shafritz, Ott, & Jang, 2005). All “E-Reserves” are available in D2L in PDF format. The remaining readings are from Murphy (2002).

Week 1 - Organizational Theory as a Positive Science

Session 1  (6/30)  F2F
Required:

Session 2  (7/2)  Online

Due 7/4: Positivism Virtual Museum Entry and Online Summary

Required:
One of the following:
Team C) Reading 22: Mintzberg, Henry (1979) – The five basic parts of the organization (p. 219 – 231).
Team D) Reading 11: Simon, Herbert (1946) – The proverbs of administration (p. 112-124)

Week 2 - Organizational Theory as an Interpretive Science

Session 3  (7/7)  F2F

Required:
Administrative Science Quarterly, 21, 1-19.
One of the following:
Team A) Reading 14: Follett, Mary Parker (1926) – The giving of orders (p. 152-157).

Session 4  (7/9)  Online

Due 7/11: Interpretivism Virtual Museum Entry and Online Summary

Required:
One of the following:
Team C) Reading 45: Katz, Daniel & Kahn, Robert (1966) – Organizations & system concept (480-490).
Week 3 - Organizational Theory as a Critical Science
Session 5  (7/14)  FTF

Session 6  (7/16)  Online
Due 7/18: Virtual Museum Entry and Online Summary

Required:
- Reading 44: Cox, Taylor (2001). Creating the multicultural organization: The challenge of managing diversity (469 – 475)

One of the following:


Week 4 – Community and Responsibility
Session 7  (7/21)  FTF

Session 8  (7/23)  FTF

Week 5: Meaning
Session 9  (7/28)  FTF

- Session 10  (7/30) NO MEETING – Release time to complete your Mission / Vision case studies

Week 6:
Session 11  (8/4)  FTF
Due: Mission / Vision Case Studies

Session 12  (8/6)  FTF
Due: Doctoral Presentations