

THE UNIVERSITY OF GEORGIA
DEPARTMENT OF LIFELONG EDUCATION, ADMINISTRATION, AND POLICY
EDAP 7030 Organizational Leadership in Schools
Three semester hours
Course syllabus

Spring 2009 The course is designed for students to gain knowledge of school organizations, traditional and current leadership concepts, the major frames used to analyze organizations, school climate and culture, the nature of conflict, managing resistance, decision making, and school improvement. School leaders today are the focus of much hope and accountability for educational improvement, but without knowledge, skills and dispositions toward solving the impediments to school improvement, their work will not succeed despite good intentions. Readings, class discussions, case studies, biographies, reflective journals, and course projects are the activities assigned.

The syllabus is a general plan for the course. The instructor will announce changes in the schedule and course requirements that become necessary.

Instructor: Jack Parish, Ed.D., Lecturer
The University of Georgia
Department of Lifelong Education, Administration, and Policy
850 College Station Road
River's Crossing, Room 313
Athens, Georgia 30602
Phone: 706-542-0612; Fax: 706-542-5873
jparish@uga.edu

Text: Owens, R. & Valesky, T. (2007). *Organizational behavior in education: Adaptive leadership and school reform, 9th ed.* Boston: Allyn & Bacon.

Meetings: Wednesday, January 14 through Wednesday, April 29, 5:00 - 7:45 PM. Laptop computers are not needed for work during class. Cell phones should be turned off during class except in cases of pending emergency. Please notify the instructor prior to the beginning of class if you have an emergency. Being present and participating in class are significant expectations for students in the course.

Course Objectives:

The knowledge, skills, and dispositions emphasized in this course are based on the Educational Leadership Constituent Council (ELCC) standards. The ELCC standards are available on the Educational Administration and Policy website. This course will emphasize standards 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 4.1, 4.2, 4.3, as they relate to providing organizational leadership in schools. In addition, diversity issues that school administrators address in their leadership will be examined and

discussed. Dispositions toward organizational leadership will be determined through the reflective journal kept by the student.

Specifically, students are expected to:

- A. Increase their knowledge of the concepts within organizational leadership;
- B. Develop a model practice, policy, or concept that demonstrates knowledge of organizational leadership concepts;
- C. Develop knowledge and dispositions required to lead faculty, students, parents, and the community to understand and adopt a vision of learning;
- D. Develop knowledge, skills, and dispositions needed to lead faculty, students, parents, and the community to identify and secure the resources necessary to implement the school's vision of learning;
- E. Analyze leadership behavior and outcomes related to that behavior;
- F. Reflect on and evaluate their beliefs and understanding relative to course concepts of organizational leadership

Assignments:

1. **Read the text** and additional materials provided by the instructor to become more familiar with the topics discussed during the course.

2. **Paper of Introduction.** The purpose of this paper is to share your current knowledge of organizational leadership and your professional interest. **This paper is due at the second class meeting.** This assignment is based on personal beliefs and experiences rather than research. Please address the following items in your paper:

- a. Describe yourself. Please be sure to discuss your professional and academic background, interest in leadership, and past leadership roles you have assumed. Please also note how your academic and professional experiences have prepared you for a leadership role.
- b. Discuss your concept of a "vision of learning" at this time.
- c. Discuss your definition of leadership.
- d. Describe your understanding of the most important characteristics of leaders.
- e. Describe a situation where you attempted to exercise leadership and you were diverted, criticized, or attacked for your behavior. Be sure to address your role and your response to this criticism.
- f. Provide insight about how any of the various forms of discrimination have shaped your beliefs about leadership.
- g. Discuss your personal goals for this course.

3. **Biography.** Read a biography of a leader (educational, political, historical, business, military, etc.). Prepare a 5-6 page paper in which you summarize the leadership activities for which this individual is best known. Identify the type of leadership exercised by the individual and give reasons for selecting him or her as a model. Your focus is to conduct an analysis of the leader's behaviors and the results obtained from those actions, not to critique or summarize the book. Identify the major

leadership strengths that you and others can learn from this person. Be prepared to share your major findings with the class (5-7 minutes).

4. **Prepare a reflective journal** that records your thoughts and attitudes toward the major concepts and issues discussed in the course. Each week, identify one or two concepts, subjects, or beliefs that have occurred to you and that are related to the topics under discussion in class. You may use a format that fits your communication style, but consider the following four items as you write each of your entries. (You do not need to physically divide an entry into the four sections.)

- a. Describe the learning event or belief in a few sentences.
- b. Identify the new concepts or ideas this situation brought to you.
- c. What were your beliefs about the topic prior to the time you experienced it?
- d. What questions or ideas emerged from the new learning that challenged your former belief?

Journal entries are not designed to be a recap of the class topic, but rather your thinking and analysis based on your experience and discussion of these concepts in class. If you are absent from class, you are still expected to complete a journal entry based on the topic(s) discussed during that class meeting. Each entry should be dated according to the date of the class session. Submit the journal entries on the dates identified in the course schedule.

5. **Develop a model practice, policy, or concept, or explain an issue** that demonstrates your knowledge of organizational leadership concepts and the application of those concepts to improving student learning, professional development, and/or improved management of schools and/or districts. Include a brief description of school and community needs or expectations for the model or issue. The paper should be 8-10 pages in length. Demonstrate scholarly work: 1) use correct APA format, 2) include several references from books, journals and other related works, 3) you may interview someone who is knowledgeable about your project area to obtain an "expert opinion," 4) identify the key elements of your project, and 5) explain the elements and implications of your proposal. Ideas for concept papers will be discussed in class.

6. **Make a formal ten to fifteen-minute presentation** of your findings to the class.

7. **Self evaluation/final examination** that will indicate knowledge, skills, and dispositions developed during the course.

8. **Class participation.** Each student is expected to participate in all class meetings. You will work individually and as a member of groups throughout the semester.

Assessments:

1. Papers will be evaluated in terms of items 1-5 in Item 5 above, and if the papers are submitted on dates due.

2. Oral reports will be assessed on these items:
 - a. identification of the major points/issues
 - b. clarity of the presentation
 - c. length of the presentation - within or close to the time limit
 - d. solution proposed or issue analysis
 - e. questions from class members
 - f. presentation made as scheduled

3. Attendance and participation. Class attendance is very important. Absences will negatively impact the class participation score. An active discussion participant who is respectful of the time and rights of others is a good model for students and future leaders to follow.

The final grade will be determined from scores obtained on the products submitted on schedule and the class participation score.

DETERMINING FINAL GRADES IN THE COURSE

<u>Component</u>	<u>Maximum Points</u>
Paper of introduction	25
Biography	60
Reflective journal	40
Research project/paper	90
Oral presentation	50
Class Participation	65
Final Examination/self evaluation	70
Total Points	400

The University of Georgia is authorized by the Board of Regents to award plus-minus grades for work completed in all courses.

The following point ranges will determine the student's final grade:

Points	Grade
380-400	A
360-379	A-
344-378	B+
332-343	B
320-331	B-
304-319	C+
292-303	C
280-291	C-
240-279	D
Below 240	F

Course Evaluation: Students will evaluate the course by completing the College of Education evaluation instrument at the end of the semester.

A Culture of Honesty:

All academic work must meet the standards contained in *A Culture of Honesty*, which states, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>. All students are responsible for informing themselves about those standards before performing any academic work.

The Portfolio: The Portfolio is a requirement of the Department of Educational Administration and Policy, and the student presents and defends the portfolio as the Comprehensive Exam. Complete guidelines for the portfolio can be found at: <http://www.coe.uga.edu/adminpolicy/medportfolio.html>.

Course Schedule (Tentative)

<u>Date</u>	<u>Topic</u>	<u>Assignments Due</u>
January 14	Introduction, course requirements, Instructor/student expectations, Paper of Introduction assignment	X
January 21	Research methods/paradigms (Chapter 1)	Paper of Introduction
January 28	Educational debates/theories (Chapter 2)	Selection of topic for project/paper
February 4	Initial efforts at organizational analysis (Chapter 3)	Biography paper Share biographies
February 11	Organizational theories (Chapter 4)	Share biographies
February 18	Human side of organizations (Chapter 5)	Share biographies
February 25	Culture and climate (Chapter 6)	Reflective journal
March 4	Organizational change (Chapter 7)	X
March 11	NO CLASS – SPRING BREAK	X
March 18	Position, power, and leadership (Chapter 8)	Oral reports
March 25	Decision making (Chapter 9)	Oral reports
April 1	Organizational conflict (Chapter 10)	Oral reports
April 8	Managing difficult people	Oral reports Projects/papers

April 15	Motivation for improvement (Chapter 11)	X
April 22	School reform/improvement (Chapter 12)	Final reflective journal
April 29	Final examination Student evaluation of course	X