“Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society”

I. LOCATOR INFORMATION:

Semester: Spring 2015
Course No. & Name: EDAM 660 –D1
LEADERSHIP IN EDUCATIONAL ORGANIZATIONS
Credit Hours: 3
Room No. On-Line
Office Location: Butler Rm. 252 (FSU)
E-mail: jjone134@uncfsu.edu

Office Telephone No. (910) 672-2135
Office Hours: By Appointment or Mon. 11-1:30, Tues: 1-4pm, Wed: 11-1pm and 3:30-6pm

II. COURSE DESCRIPTION:

EDAM 660: Leadership and Organizational Theories in Schools: An analysis of the various leadership and organizational theories with a major focus on situational decision-making and its effects. The course explores and tests (through required field-based clinical activities) leadership skills and strategies necessary for effective school leadership. The student engages in an in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change strategies. Field-based clinical experiences will require students to identify issues affecting the school; leadership and organizational theory will frame discussion of the issues. In addition to observation in a variety of school settings, clinical experiences may include participation in board meetings and school advisory boards.

Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can
provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- Ms. Pamela C. Fisher
  - Licensed Professional Counselor
  - Spaulding Building, Room 165
  - (910) 672-387
  - psmith@uncfsu.edu

- Ms. Linda Melvin
  - Director, Student Health Services
  - Spaulding Building, Room 121
  - (910) 672-1454
  - lmelvi10@uncfsu.edu

**Reporting an Incidents of Sexual Misconduct** - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

- Ms. Victoria Ratliff
  - Deputy Title IX Coordinator for Students
  - Spaulding Building, Room 155
  - (910) 672-1222
  - vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director, Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent such will not impede the University's investigation of the complaint as required by federal regulations.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

### III. TEXTBOOK(S): *Available in the FSU Bookstore*


### IV. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK:

Fayetteville State University’s School of Education Conceptual Framework prepares Prospective candidates for leadership and teaching roles in our present day global society. The themes of FSU’s conceptual framework includes knowledge and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence; educational applications; and caring dispositions and ethical responsibility.

### V. COURSE GOALS AND LEARNING OBJECTIVES:
1. Demonstrate how the history of education has shaped contemporary schooling and education as it relates to school leadership.
2. Articulate a vision for schools that incorporates an understanding of multicultural education.
3. Compare and contrast both historical and contemporary mainstreams of organizational thought.
4. Apply organizational and system theories to the needs of their own organization.
5. Demonstrate an understanding of leadership behaviors necessary for organizational effectiveness.
6. Demonstrate an understanding of concepts in decision-making, conflict, and change in organizations.
7. Demonstrate an understanding of concepts of organizational culture and their impact on organizational effectiveness.
8. Demonstrate an understanding of organizational design and structure.

VI. NCDPI Standards for Educational Leadership

STANDARDS FOR
EDUCATIONAL LEADERSHIP DEGREE PROGRAMS
EDUCATIONAL LEADERSHIP CONSTITUENTS COUNCIL (ELCC)

Standards for Advanced Programs in Educational Leadership
Information concerning ELLC can be retrieved at:

Standard 1: Candidates who complete the program are educational leaders who have the Knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.
Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to students learning, and designing comprehensive professional growth plans for staff.

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

VII. DIVERSITY:

Diversity is integrated into this course through various instructional strategies, including: (a) assigned readings and discussions, (b) reflective discussions (c) research projects. And (d) site-based clinical experiences. Through these instructional strategies, candidates should: (a) understand what diversity is, (b) understand the role that diversity plays in teaching and learning, and (c) practice culturally responsive leadership.

Diversity will be assessed through: (a) an analysis of candidates’ behaviors as related to their beliefs, values and commitments displayed throughout the course, (b) analysis of responses to assigned readings, and other assignments, and (c) an assessment of the degree to which diversity was addressed in research related activities and assignments.
VIII. TECHNOLOGY:

Technology is integrated into the course through the use of blackboard for all online activities and assignments. The requirement of the use of technology in the higher education clinical teaching demonstration. The following assessments will be used to measure knowledge and skill levels in the area of instructional technology: (a) the use of blackboard for the completion of all online assignments, (b) the use of technology for various other course related activities especially in conducting literature research.

IX. GENERAL REQUIREMENTS

Students are expected to perform all tasks at the highest level of quality and in a timely manner. Students will need to log on to Blackboard for all assignments and announcements. The course syllabus is posted under Course Information. All CHAPTER TESTS are posted under Assignments in “Blackboard”. See syllabus for specific week dates for each test. Chapter notes are posted under Course Documents. Grades will be posted under Grade Center. Check course updates under Announcements. Do this at least twice a week. Read ALL Emails from Blackboard and from jjone134@live.marshall.edu. All assignments must be submitted in Microsoft Word for evaluation.

Class Participation and Communication

Attendance

Your thoughtful contributions are needed for this class to achieve academic excellence; therefore, positive participation for each online class and team activity is necessary. Be cautioned that it is your responsibility to be on schedule with class progression; consequently, if you make sure you check Blackboard sites at least twice a week to stay on target. All weekly assignments are due between Wednesday and Saturday each week, no exceptions. All chapter tests are forced completion and timed. Start early to avoid technology-related frustrations! There will not be any extensions except for legitimate, documented, official FSU-recognized excuses. All those with special needs should visit the Center for Personal Development as soon as they are admitted to the university as early as possible in the semester. http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm Phone: 910.672.1222

Academic Integrity
Students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students are responsible and obligated to be familiar with the university statements on academic honesty and to conduct themselves in accordance with the standards set forth in the Fayetteville State University Code of Student Conduct, found at http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf.

Plagiarism is cheating and is taken very seriously by the university. Plagiarism is the undocumented use of another’s ideas or words. This includes not only published works, such as books, newspapers, or magazines, and papers on the Internet, but also other students papers or papers written for you by someone else. Students who plagiarize will be penalized according to university policy. Penalties may include failure of the class. Also note that one of the best indications of scholarship and intelligence is consultation of experts in the field via extensive reading and proper acknowledgement and citation. Therefore, you short-change yourself if you hide your sources!

All official communications regarding the course will be conducted using the university.

X. EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership Portfolio/ELLC Standards</td>
<td>20</td>
</tr>
<tr>
<td>2. Discussion Forums (in Jones office)</td>
<td>20</td>
</tr>
<tr>
<td>3. Chapter/ Discussion Questions (only selected chapters)</td>
<td>20</td>
</tr>
<tr>
<td>4. 2 Examinations (Mid-term and final) online</td>
<td>20 (10 points each)</td>
</tr>
<tr>
<td>5. EDAM Artifact: to go into TaskStream</td>
<td>20</td>
</tr>
</tbody>
</table>

Total: 100 points

XI. UNIVERSITY GRADING SCALE

93-100 = A  
82-92 = B  
72-81 = C  
Below 72 = F

For more information regarding University Academic Policy, consult your FSU Graduate Catalog.

XII. COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Proposed Class Activities</th>
</tr>
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</table>

| Week 1 | January 12 | Overview of Course & Requirements  
Chapter 1  
Read: Do one key term at end of chapter |
|---|---|---|
| Week 2 | January 19 | Chapter 2  
Read: Due one key term |
| Week 3 | January 26 | Chapter 3  
Review and Discussion Questions  
Read: one key term |
| Week 4 | | no assignments due: catch up week |
| Week 5 | February 9 | Chapter 4: Review of discussion questions  
Even numbered questions only |
| Week 6 | February 16 | Chapter 5: one key term  
No assignments: begin meeting with 5 in Jones office |
| Week 7 | February 23 | Chapter 6  
Review and Discussion Questions (Even numbered) |
<p>| Week 8 | | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 2</td>
<td>Mid term exam (online)</td>
</tr>
<tr>
<td>March 7</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 16</td>
<td>Review and Discussion Questions (Even numbered)</td>
</tr>
<tr>
<td>March 23</td>
<td>Key term</td>
</tr>
<tr>
<td>March 30</td>
<td>Chapter 10, Jones office</td>
</tr>
<tr>
<td>April 6</td>
<td>Chapter 11, Define Key Terms</td>
</tr>
<tr>
<td>April 13</td>
<td>Chapter 12, Jones office</td>
</tr>
<tr>
<td>April 20</td>
<td>Review and Discussion Questions (Even numbered)</td>
</tr>
<tr>
<td>April 27</td>
<td>Chapter 14, Define Key Terms, Leadership Portfolio: Due</td>
</tr>
<tr>
<td>First week in May</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
XIII. Major Activities

1. Leadership Portfolio: Each student is required to submit a portfolio that demonstrates a knowledge of indicators specified under the ELCC Standards. This portfolio will consist of a summary (one page of important Key Terms found at the end of the chapter related each chapter of the text) 14 chapters and 14 key terms. For example on page 24 under key terms you may wish to choose (Universal Theories) You may chose a key term of your chose. You will post your portfolio near the end of this class. A specific date will be given. It is important to keep up with this weekly so you are not having to do all the last week of class. You will be asked to give your own opinion on each with is a major factor in this assignment. (Total Point Value 20 pts)

2. Chapter Review Questions. Each chapter is required reading and the designated questions and note the syllabus indicates on some weeks (not all) that you answer odd or even numbered questions, so you will not answer all questions at the end of each chapter. Refer to syllabus for the chapters that you will be asked to answer. submitted by the due date as outlined in the syllabus. (Point Value 20)

3. Small Group Discussions. In Jones office: we will sit up a date that will work for you where five of you at a time will meet in my office 252 Butler. To discuss the requirements and where you are in the course as well as the content of the text. Begin to discuss on line with your classmates dates and times that would work for you, also send me the names of what five will be with you when you meet with me. I look forward to seeing all of you again. (4 different dates) block off about one hour of your evening for this...20 points

4. We will have a mid term and a final exam. This will be taken on-line. 10 points each for (Total Point Value 20pts.)

5. Completion of the required artifact activity to be uploaded into Task Stream. (Total Point Value 20pts) Artifact description can found at the end of the syllabus.

XIV. TEACHING STRATEGIES:
This class is totally on line; therefore Blackboard will be used as the method of class instruction and student participation, communication and assignments. Discussion Board,
Blogs, and chats will be devoted to discussions, deliberative dialogue, debates, quizzes, student presentations, and other interactive activities.

**Backboard Help and Support**

*Online Student Training Orientations*

For information on using Blackboard or getting familiar with the online learning environment please contact our Online Coordinator Shunta' Hailey at 
shailey1@uncfsu.edu.

http://www.uncfsu.edu/onlineeducation/Help_and.Support.htm
http://www.uncfsu.edu/onlineeducation/Training_Library.htm

**XV. COURSE ASSIGNMENTS/ACTIVITIES**

Blackboard will be used as the method of class participation, communication and assignments. Discussion Board, Blogs, and chats will be devoted to discussions, deliberative dialogue, debates, quizzes, student presentations, and other interactive activities. Check Blackboard often for announcements. Regular and positive online participation is expected. Professional behavior is expected of all students.

Read and be accountable for all class assignments. These readings are in accordance with the class schedule. Each assignment covers a specified amount of information that may not be covered in class Power Points; therefore, the learning materials, and texts supplement and complement each other. You are responsible for all assigned readings; readings should be done prior to class time. Read all materials in Course Documents, Course Information, Announcements, Discussion Board, Blog, Chats, Turnitin, Assignments, Tests, and other places on Blackboard carefully. Familiarize yourself with Blackboard and do not hesitate to open and check anything there.

**XVI. Academic Integrity**

Students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students are responsible and obligated to be familiar with the university statements on academic honesty and to conduct themselves in accordance with the standards set forth in the Fayetteville State University Code of Student Conduct, found at http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf.

N.B. Plagiarism is cheating and is taken very seriously by the university. Plagiarism is the undocumented use of another’s ideas or words. This includes not only published works, such as books, newspapers, or magazines, and papers on the Internet, but also other students papers or papers written for you by someone else. Students who plagiarize will be penalized according to university policy. Penalties may include failure of the class. One of the best indications of scholarship and intelligence is consultation of experts in the field via extensive reading and
proper acknowledgement and citation. Therefore, you short-change yourself if you hide your sources!

THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE COURSE SYLLABUS IF NECESSARY. STUDENTS ARE RESPONSIBLE FOR NOTING THOSE CHANGES.

Artifact

EDAM 660: Leadership in Educational Organizations

Purpose of Pre-service Artifacts

All students in the MSA program must demonstrate competency in all North Carolina School Executive Pre-Service standards as evidenced by evaluations based on the elements which comprise the standards. To provide the student experiences prior to the internship, each core MSA course has an artifact activity designed to provide the student experiences at the emerging and developing levels. Each artifact will be uploaded to TASK Stream and evaluated using a rubric specifically designed for said artifact. Each artifact is designed to simulate a task or role a practicing school executive may experience.

Artifact

You have recently been appointed as the new principal of a school that has been labeled as a low performing school. Additionally, the school has been described by the superintendent as one where the teacher and student morale is low. Using the knowledge you have gained in the course Leading In Educational Organizations develop a plan of action that could move the school out of the low performing category. Your plan of action should address the following areas: 1) A vision for the school that would motivate the students, teachers, and the community; 2) A Professional Development plan that would enhance teaching and learning (consider ideas in Organizational Culture--critical theory, equity pedagogy, teacher-student interaction, culturally responsive teaching, motivation theories); 3) Develop a plan of action that will empower students to become stakeholders in the school community 4) Develop a plan that addresses the campus ecology to include artifacts and symbols that represent the school's vision.

Pre-service Standards

Standard 1: Strategic Leadership: School executives will create conditions that result in strategically re-imaging the school's vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school
community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

**Standard 2: Instructional Leadership:*** School executives set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

**Standard 3: Cultural Leadership:*** School executives will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

**Standard 4: Human Resource Leadership:*** School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place which results in recruitment, induction, support, evaluation, development, and retention of high performing staff. The school executive must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

As a result of this assignment the student will be able to:

- Develop a plan of action that could move the school out of the low performing category that Uses the knowledge you have gained in the course *Leading In Educational Organizations*

Alignment with Pre-service rubric

- Develop a plan of action that could move the school out of the low performing category that Uses the knowledge you have gained in the course *Leading In Educational Organizations*
a. SEPS Standards:

I. 1b. Leading Change: The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.
   - Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change. AND
   - Identifies changes necessary for the improvement of student learning.

II. 2a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.
   2. Draws from a variety of data, including student assessment data, to identify areas of strength and weakness in learning, teaching, curriculum, and instruction.

II. 3b. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.
   1. Understands research and scholarship on school culture and its relationship with meaningful school vision, values, and goals. Understands the many aspects of diversity as they apply to schools and their missions.
   2. Articulates how a shared vision, mission, values, beliefs, and goals have defined the identity and culture of the school. Articulates the influences of school demographics, equity, and diversity in determining the schools’ mission, vision, and goals.

III. 4a. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.
   1. Understands the importance of developing effective professional learning communities and results-oriented professional development. Understands the importance of continued personal learning and professional development. AND
Analyzes a school context/community, drawing from sources including the *North Carolina Teacher Working Conditions Survey* and student achievement data, to develop concrete suggestions or strategies for professional development that reflect characteristics of, and promote the use of professional learning communities.