

LEAD 9030 IA and IB
LEADERSHIP PROBLEMS: INTERDISCIPLINARY ANALYSIS
3 SEMESTER HOURS
Spring, 2009

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COURSE SYLLABUS
COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF CURRICULUM, LEADERSHIP, & TECHNOLOGY

Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development

REQUIRED RESOURCES

Access to WebCT/VISTA

Access to the Internet

Friedman, Thomas. L. *The World is Flat: A Brief History of the Twenty-First Century*, 2007, Picador, N.Y.

Subscription to the *Institute for Educational Leadership's* (IEL) bi-monthly e-newsletter.

Web based Readings as assigned by the instructor

COURSE DESCRIPTION

The focus of this course is on the application of interdisciplinary analysis and leadership skills to the resolution of educational problems and issues.

CONCEPTUAL FRAMEWORK

1. The educational leaders will facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. The educational leader will advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader effectively uses inquiry, including field-based inquiry, and research, to investigate and solve educational problems.

BRIEF OVERVIEW OF COURSE OUTCOMES, ACTIVITIES, AND ASSESSMENTS

(Numbers in parentheses following outcomes refer to the College of Education/Departmental Conceptual Framework Principles)

Course Outcomes Students will demonstrate:	Course Activities Students will:	Outcome Assessments Instructor will:
<p>an awareness of emerging issues and trends that potentially impact schools and school leadership</p> <p>the ability to analyze current leadership issues and challenges utilizing existing technology</p> <p>(1, 4, 5, 6, 7)</p>	<p>select a current leadership issue and prepare a written case study to include an appropriate and workable solution to the issue. The case may be one which you or a colleague are personally familiar with or may come from your reading. Solutions should reflect integrity, fairness, and ethical actions and should follow the case study format provided by the instructor</p> <p>read assigned articles and critique, analyze, summarize, or comment on them on the discussion board</p> <p>review two articles from leadership journals in education or business and submit a brief summary of the articles. The article summary should be limited to three pages; double-spaced and should have an APA citation at the beginning of the paper. (These articles may be used as a basis for the summary above.)</p>	<p>review, evaluate, and provide feedback relative to the issue.</p> <p>Publish papers online</p> <p>will monitor discussions</p> <p>will provide feedback using written rubric.</p>
<p>the ability to understand, respond to, and influence the larger political, social, economic, legal, and cultural context.</p> <p>(1,5,6)</p> <p>the ability to apply successful organizational leadership strategies to school improvement.</p> <p>(1, 2, 3, 4, 5, 6, 7)</p>	<p>read and summarize a biography or auto-biography of a contemporary or historical leader and prepare a written summary for the class. The leader may come from any field; business, education, politics, religion, military, etc. The summary should include leadership style and skills, successes, failures, and applications to 21st century educational leadership.</p>	<p>evaluate using the writing rubric</p>
<p>the ability to analyze the role of school leadership in the change process and focusing on accountability and student outcomes.</p> <p>(1,2,5,6,7)</p>	<p>conduct a meta-study by reviewing at least two studies relating to school leadership issues. These could be program or curriculum issues, student or faculty issues, innovation, or adult learning theory. The studies should be current (within the last 5 years), should indicate change as the result of the innovation, and should have the potential for replication. The study of studies will be published for the class</p>	<p>Assess using guidelines for written work.</p>

COURSE EVALUATION

Web Based Assignments	20%
Leadership Case Studies	20%
Biography Review	20%
Meta Study	20%
Web Based Discussions	20%

SUBMITTED ASSIGNMENTS

Excellent performance reflects analysis and synthesis of course materials, class information and outside readings. Instructor will comment, grade, return, and publish.

Performance reflects use of course materials, class information and outside readings but may be weak in analysis and synthesis of information. Instructor will comment, grade, return, and may publish.

Good faith effort at the assignment but performance is flawed by many errors and/or by lack of analysis and synthesis of information. Instructor will comment and return for resubmission

ATTENDANCE POLICY

Graduate students are expected to log in regularly, check their VISTA announcements and email, and participate in all assigned activities. If a problem arises, it should be discussed with the instructor before the fact.

SPECIAL NEEDS STATEMENT “Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY)”.

SYLLABUS

Additions or substitutions to class activities may occur during the semester if, in the instructors opinion, it enhances student experiences.

INSTRUCTOR

Name Jerry Siegrist
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OFFICE HOURS

Monday thru Fridays 8:30 – 1:30. Students who need other times may make appointments. Virtual office hours are Monday through Saturday afternoons and evenings.

POLICY STATEMENT ON PLAGIARISM

Sadly, there have been occasions of plagiarism with severe consequences to students. This is both a violation of your Code of Ethics as educators, and as graduate students. Please read the policy that is available in the College of Education Dean’s Office, EC room 227, and in the Graduate School Catalog. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a “0” on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade “F” for the course.
- **THIRD OFFENSE:** The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials

within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

GUIDELINES FOR CASE STUDIES

The purpose of analyzing case studies is twofold. One is to help students be aware of the many facets of decision-making in the educational setting and the other is to help students analyze and select the best solution or prioritize solutions. Cases will be used during the class for instructional purposes and will:

- Present a practical and realistic problem that requires the integration of knowledge within and/or across disciplines.
- Stimulate self-directed learning by encouraging students to generate questions and access new knowledge.
- Provide the description of a problem that can sustain student discussion of alternative solutions.
- Encourage the clarification of personal and professional values and beliefs.
- Authenticate the connection of theory to practice.
- Include teaching notes that facilitate the use of the case for leadership development.

Students will be provided with an example of a case study to use as a guide.

GENERAL DIRECTIONS FOR STUDY OF STUDIES (METASTUDY)

1. **Overview**

The Study of Studies is an assignment that summarizes, compares, and contrasts several research studies of a particular topic. The idea is to review and report previous findings as succinctly as possible.

2. **General outline with categories**

Purpose:	purpose ... why study was done ... general proposal... definition of terms if unusual... etc.
Related Literature	general literature review
Procedure:	description of procedure used for comparison
Findings:	findings of study ... reported as succinctly as possible
Overall Importance	how significant was the study... how will results be used ...