

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Curriculum, Leadership, and Technology**

---

**LEAD 9030  
Leadership Problems: Interdisciplinary Analysis  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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.

**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.

**REQUIRED TEXTBOOKS**

- Marquet, David, *Turn the Ship Around: A True Story of Turning Leaders into Followers*, (2012)
- Collins, Jim, Monograph: *Good to Great and the Social Sectors*, (2005)

**COURSE OBJECTIVES, ACTIVITIES, ASSIGNMENTS, REQUIREMENTS**

<b>Course Objectives</b> <b>Students will demonstrate:</b>	<b>Course Activities/Assignments</b> <b>Students will:</b>	<b>Assessments</b> <b>Instructor will:</b>
<p>the ability to interpret, apply, and integrate emerging trend and issues that impact schools, organizations and leadership found in the leadership literature by preparing case studies that outline appropriate solutions to leadership issues which reflect integrity, fairness, and ethical actions as a basis for the solutions. (O-CPL2, O-CLP3, O-EDL2, O-EDL3)</p> <p>the ability to analyze leadership issues and challenges utilizing available data collection and analysis technology. (O-TL2, O-TL3, O-CPL2, O-CPL3)</p>	<p>prepare written case studies to include an appropriate and workable solution to a leadership issue. 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, evaluate, and provide feedback relative to the issue.</p> <p>will monitor discussions</p>
<p>the ability to respond to, and influence the larger political, social, economic, legal, and cultural context by developing action plans for addressing problems of diversity and ethical behaviors in leadership. (O-DL2, O-DL3, O-CPL2, O-CPL3)</p> <p>the ability to apply successful organizational leadership strategies to school or organizational improvement. by integrating the strategies into performance improvement plans. (O-CPL2, O-CPL3)</p>	<p>read and summarize at least one 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 21<sup>st</sup> century leadership</p>	<p>evaluate using the writing rubric</p>

**COURSE EVALUATION**

Web Based Assignments	30%
Theses Driven Paper or Meta-Study	30% (See appendix A)
Web Based Discussions	30%
Case Study(s)	10%

## **Evaluation Rubric**

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

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

Good faith effort on 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 for announcements and email, and participate in all assigned activities. If a problem arises, it should be discussed with the instructor immediately.

## **PROFESSIONALISM**

In keeping with the College of Education's Guiding Principles, students must recognize, participate in, and academically contribute to their profession. These attributes are especially important for doctoral students and are expected of all participants in their dealing with colleagues.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## Appendix A

A Thesis Driven Study is simply a paper in which you posit an idea, proposition, or opinion (the thesis). You then search for peer-reviewed literature (research) which tends to support or disprove it. It is NOT an attempt to justify an opinion, but is an honest review of the literature to determine the merit or lack thereof of the thesis. You should invoke at least ten studies to make sure you have a good cross section. You may find much support, little support, or mixed support. Report it all. Write it up using APA sixth edition. I would expect 5 to 8 pages double spaced including references (pages). The topic should deal with leadership in some context.

A Meta Study is a Study of Studies, generally of many studies, in order to determine if or how findings differ with regard to a particular topic. You are to do a mini meta study in which you examine at least four studies of a particular topic or research question and report on the results. Generally looking at studies in different geographic locations or with different cultures or students give different results, (but not always) Again, your paper should be 5 to 8 pages, double spaced and written to APA standards.