

# UNIVERSITY OF NORTH CAROLINA - GREENSBORO

**UNIT:** School of Education

**DEPT:** Educational Leadership and Cultural Foundations

## COURSE SYLLABUS

- 1. Course Prefix and Number:** ELC 752-01
- 2. Course Title:** Theories in Educational Administration
- 3. Credits:** 3.0
- 4. Course Prerequisites/Corequisites:** Admitted student in University doctoral program.
- 5. For Whom Planned:** Required course for the Ed.S. and Ed.D. in Educational Leadership.

**6. Instructor Information:**

**Course Details:**

Dr. Camille Wilson Cooper  
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28;  
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Office hours: by appointment

Wednesdays, 7 – 9:50 p.m.  
Curry 332  
Meeting Dates: Aug 17, 24; Sep 14,  
Oct 5, 19, 26; Nov 16 & 30

- 7. Course Purpose/Catalog Description:** The nature of theory, definition, utilization; contemporary theories applied to educational administration; system theory and its application possibilities to educational administration.
- 8. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a)*

*equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

**Course Goals and/or Objectives/Student Learning Outcomes:** This course explores theories in educational leadership that relate to the core concepts of effective leadership, democratic community, social justice, and school improvement. The premise of the course is that the administration and leadership of schools ought to center around:

- managing schools efficiently, effectively, and in a manner that helps school leaders accomplish their goals;
- guiding schools to function as democratic communities and socially just institutions;
- striving for continual school improvement and student learning.

Special attention will be given to the notion and practice of *transformative leadership* – an equity-minded and reform oriented approach to leadership that incorporates the theoretical strands mentioned above.

Course assignments and activities will be geared towards students learning to (a) understand, classify, critique, and build upon theory; (b) identify how theory can practically inform educational practice; (c) draw from a range of educational scholarship as they develop their scholarship, and (d) articulate their own theoretical frame.

This is a doctoral level course. Students will be expected to take major leadership responsibility for class sessions. Students will also be expected to engage in in-depth inquiry and read primary source material, including a number of empirical works from scholarly peer-reviewed journals and book presses.

The course will be “web-enhanced” with some class sessions and/or activities occurring via the internet and the World Wide Web.

**9. Teaching Strategies:** Lecture, class discussion, small group activities (in-person & online), student presentations, experiential assignments, etc.

#### **10. Evaluation Methods and Guidelines for Assignments:**

Final grades will be based on the following:

- |   |      |
|---|------|
| ➤ Participation & preparedness (on-campus & online) | 20 % |
| ➤ Mentor Interview & Analytical Essay               | 15 % |
| ➤ Community Observation & Engagement Event          | 15 % |

- Turning Points Paper & Presentation: 50 %  
Personal Leadership Framework

### **Course Requirements/ Assignments**

The four key components of the participation and preparedness grade are:

1. Attendance (**present and on-time**)
2. Preparation of reading and writing assignments prior to class meetings
3. Active engagement in class and online activities
4. Contribution to peer reviews and group work.

Assignments must be submitted on time. In most cases, any assignment not turned in by its due date will be graded as an “F”. Incompletes will not be given for this course.

Students must submit original work that conforms to the guidelines of the *Style Manual of the American Psychological Association, Fifth Edition*. All written work should be word-processed or typed according to a double-spaced, single-sided, 12 point font, and one-inch margin format.

All work must be submitted by deadlines.

#### Mentor Interview & Analytical Essay

Each student will identify and interview an educator-mentor whose career has inspired them. The class will collaborate in planning the interview structure. Students will acquire at least 60 minutes of interview data from their mentor. Based on the interview experience, students will examine how technical-rational, organizational, and/or critical/transformational theory has informed their mentor’s philosophies and practice. Towards the end of the semester, students will revisit their interview analysis and link it to their own leadership goals. = 1 hour minimum interview (recorded); 8-10 page analytical essay.

#### Community Observation & Engagement Event

Students will explore the importance of “rethinking relationships between classrooms & communities” (Larson & Ovando, 1999, p. 106) when it comes to considering where leadership occurs. As a result, each student will be asked to choose a site outside of their school or district office where they can exude leadership and engage disconnected sectors of their school community. Sites can include community councils, recreational centers, non-profit revitalization agencies, faith-based organizations, etc. Students will then spend at least 2 hours observing and participating in activities at the site (which the instructor will approve).

After completing the observation event, students will create and present a poster that illustrates how their observation experience pertains to one key area of leadership and community building. Students will look to the literature to pick their key area of focus. Posters and one cultural artifact from the observation site will be shared in class. = 2 hours minimum of observation + poster + artifact.

#### Turning Points Paper & Presentation: Personal Leadership Framework

Students will write a final paper for the course in which they

- describe a core leadership problem that affects their current (or previous) school community;  
[ Note: Students should pinpoint a substantive problem that has implications for equity and transformative leadership.]
- offer sufficient context related to the problem and their school;
- describe the organizational, moral and political dimensions of the problem by drawing upon the theoretical perspectives found in the course literature;
- provide an action plan that addresses the essential turning points needed for reform based on their leadership philosophies and goals.

Throughout the paper, students must incorporate the readings and topics explored in the class. Students will also describe how their leadership framework may influence their future approach to school reform and conflict resolution. = 15-20 pages.

#### Presentation

Each student will present their *Turning Points Paper* to the class and respond to several questions about how they would provide effective leadership that addresses their educational dilemma. This activity will encourage students to apply theory to practice, and it will simulate some of the tasks they may be asked to do in interviews for educational leadership positions. Presentation time = 15 minutes.

### **11. Required Text(s)/Readings/References:**

Assigned journal articles and book chapters will be available from the UNCG library on electronic reserve.

The Jossey-Bass Reader on Educational Leadership (2000). Jossey-Bass Publishers  
(JB)

Larson, C.L. & Ovando, C.J. (2001) *The Color of Bureacracy: The Politics of Equity in Multicultural School Communities*. Wadsworth-Thomson Learning, Belmont, CA. (CB)

Articles on E-reserve.

→ See e-reserve file available online. <http://library.uncg.edu> = Select “reserves” and enter instructor’s name. Select text by title/author. Required reading by authors = G. Lopez; C. Riehl; Quantz, Rogers & Dantley; E. Rusch (1998); U.

Reitzug ?; M. Dantley; P. Noguera. All other reserve articles are recommended not required.

**Topical Outline:** \* Class Meeting Dates = Aug 17, 24; Sep 14, 28; Oct 5, 19, 26;  
Nov 16 & 30

### Tentative Weekly Schedule

#### **Week 1 (Aug 17) – Introduction: The Role of Theory in Educational Practice \***

*Class Activities: Introductions; Notions and functions of theory; Personal leadership philosophies*

*Assignments: Read JB chapters -- Ogawa & Bossert (Organizational qualities) + Johnson*

*(Leadership search)*

#### **Week 2 (Aug 24) – Organizational Leadership Theory \***

*Class Activities: Discussion + Plan mentor interviews*

*Assignments: Read JB chapters – Bowman & Deal (Politics of Leadership) + Deal & Peterson*

*(Symbolic leaders)*

#### **Week 3 (Aug 31) - X**

*Class Activities: No class meeting -- Arrange mentor interviews*

*Assignments: Read JB chapters – Evans (Authentic leadership) + Ryan & Bohlin (Community of virtue)*

#### **Week 4 (Sep 7) - Moral and Political Dimensions of Leadership**

*Class Activities: No class meeting -- Bb/Online Activity*

*Assignments: Read JB chapters – McGee & Banks (Race) + Shakeshaft (Gender)*

#### **Week 5 (Sep 14) – Inclusive Leadership \***

*Class Activities: Case scenarios & role playing*

*Assignments: Complete mentor interview +*

*Read online articles – Rusch (1998) OR Reitzug & Patterson (1998)*

#### **Week 6 (Sep 21) - Democratic Leadership**

*Class Activities: No class meeting - Bb/Online Activity: Sketch mentor profile*

*Assignments: Complete mentor essays*

**Week 7 (Sep 28) – Transformative Leadership: Being a change agent \* (Mentor essays due)**

*Class Activities: Overview mentor interviews + Discuss Politics of ed & Missing voices*  
*Assignments: Read online articles – Riehl (Diversity and discourse) + Lopez (Politics of ed)*

**Week 8 (Oct 5) - Transformative Leadership: Race, Culture & Social Justice \***

*Class Activities: “Matters of Race” video & discussion*  
*Assignments: Read online article - Quantz, Rogers & Dantley*

**Week 9 (Oct 12) – X**

*Class Activities: No class meeting -- Select final paper topic & observation site*  
*Assignments: Read online articles – Dantley + Noguera*

**Week 10 (Oct 19) – Transformative Leadership: “Academic Equity” \***

*Class Activities: Case scenarios & role playing + Intro CB*  
*Assignments: Read CB chapters 1-3, write 3 page paper proposal*

**Week 11 (Oct 26) - Leading Equitable School Reform, part 1 \***

(Paper proposals due)

*Class Activities: Discussion + Review activities (Theoretical mapping; Revisit mentor essays)*  
*Assignments: Read CB chapter 4 + Make individual appointment with instructor*

**Week 12 (Nov 2) – X**

*Class Activities: No class meeting -- allow time for observations*  
*Assignments: Read CB chapter 5*

**Week 13 (Nov 9) -- X**

*Class Activities: No class meeting -- allow time for observations*  
*Assignments: Read CB chapter 6 + Complete observations & posters*

**Week 14 (Nov 16) – Leading Equitable School Reform, part 2 (Posters/artifact due) \***

*Class Activities: Discussion + Community Observation Poster Presentations*  
*Assignments: Complete final paper & presentation*

**Week 15 (Nov 23): Happy Holiday**

*Class Activities: none*  
*Assignments: none*

<b>Week 16 (Nov 30): Final class - Paper &amp; Presentations Due *</b>
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*Class Activities: Presentations & Course Evaluations*

**Other Information:**

Academic Integrity

I expect all students to uphold the University Academic Integrity Policy. \*\* Please see <http://saf.dept.uncg.edu/studiscp/Honor.html> for more information. I will observe and enforce all UNCG policies regarding academic dishonesty, and I will report any student who violates these policies to the appropriate university official. Students are required to submit original work that contains appropriate APA citations and bibliographies.

Special Needs

I wish to fully include all students. Please notify me if you need any accommodations to facilitate your learning as early in the semester as possible.

**12. Recommended Text(s) and/or Readings:** See additional articles available on e-reserve.