

Syllabus

EDAD 5365: Leading Learning Organizations Summer 2014

Instructor Information

Instructor: Casey Graham Brown, Ph.D. Email: cgbrown@uta.edu
Office: Trimble Hall 104A Phone: 817-272-5166
Office Hours: By appointment
Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/12579>

Course Information

Section Information: EDAD 5365.001
Course Time and Location: UTA Blackboard

Description of Course Content

The change process in educational settings serves to focus this course. Moving along the continuum of change theories, the planning, adoption, implementation and institutionalization of change are explored across P-20 learning organizations.

Student Learning Outcomes

Students are expected to master the following learning outcomes:

- To develop a general knowledge of the theories surrounding this topic and their application to educational environments.
- To become familiar with best practices, relevant research and contemporary literature related to organizational learning and change.
- To develop perspective about initiation, management and evaluation of the change process and the trends that may compel change

Textbooks and Materials

Bolman, L., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and Leadership* (4th ed). San Francisco, CA: Jossey-Bass/John Wiley & Sons, Inc.

TK20 (<https://tk20web.uta.edu/campustoolshighered/start.do>) [Note: Please check with your instructor for specific information on when key assessments and associated assignments are due in Tk20 for this course.]

Additional readings will be selected and assigned throughout the course.

Written work should follow the *Publication Manual of the American Psychological Association*, 6th Edition.

Note

You will need UTA Blackboard and email access. Check the Blackboard course and your UTA email regularly (at least once each day).

TK20

The College of Education and Health Professions has implemented TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called *TK20 HigherEd*. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual's current and potential performance.
- Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your TK20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

Online tutorials and training materials will orient you to the TK20 system and its use. For additional information, go to <http://www.uta.edu/coehp/tk20>. We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

Major Assignments

For this course, instructional content is presented in Blackboard in five learning modules. Each of the five modules has selections for you to read and PowerPoint presentations that accompany the readings. After you finish the reading and review the PowerPoint presentations, you will apply the knowledge in three types of assignments: quizzes, discussion boards, and assignments.

Cheating or plagiarism will result in a zero on the assignment or other consequences described in university policy. Late work may be submitted with permission of the instructor. If late work is accepted, the grade is subject to penalty.

Professionals are expected to express themselves capably in writing. All materials for the course should be carefully prepared, processed, and proofread following the APA. Significant grammatical, mechanical, or format (APA) errors distract from content and will be reflected in your grade. Complete all assignments on time.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Quizzes. Quizzes are mostly multiple choice or true/false questions that are automatically graded by Blackboard. Occasionally, you will see a test item that is short answer or essay; those responses are graded by the instructor. Each item has a point value. The grade will reflect the number of points earned (up to 20) for correct responses.

Discussion boards (DB). Discussion boards will help you process the information you are learning and apply it to your professional situation. Each DB has a prompt to guide your responses. Discussion prompts are due by the dates in the syllabus. You will post an initial response about the readings and topics of study to be submitted to the DB and then contribute responses to your classmates' posts. Also respond to others when they respond to your post. This is asynchronous discussion. Do not wait until the last minute to post so that others can read and so that you will have time to post replies. Be sure to keep all comments professional and respectful. Students are graded on the Discussion Board using the rubric below.

Grading Rubric: Discussion Board

Respond to prompt and to at least two colleagues' posts.

	Needs Improvement	Satisfactory	Excellent
Initial Post Maximum = 8 points	Failed to post, does not respond to the prompt thoughtfully or does not demonstrate understanding of the topic/content. Multiple mechanical errors. 0-6 points	Thoughtful response to the prompt. Student clearly has engaged with the material. Minimal spelling, grammar or mechanical errors. 6-7 points	*Content meets all of the requirements of the assignment and is high quality work. *Thoughtful application of course content. *Student refers to course readings/course content and appropriately cites sources. Minimal spelling, grammar or mechanical errors 7-8 points
Responds to at least 2 other students' initial responses. Maximum 2 points	Did not post responses. 0 points	Student responded to 1 classmate's discussion board posts. Response reflects engagement with the original post and relates to course content. 1 point	Student responded to at least 2 classmates' discussion board posts. Responses reflect engagement with the original students' post and are about course content. 2 points

Module assignments. For each module, you will be given a written assignment. Be sure to use complete sentences and paragraphs—check your spelling and grammar. The assignments will be explained within the Course Materials in the Blackboard course.

Grading Rubric: Module Written Assignments

Note: All assignments are graded 80% content and 20% mechanics. A grade of “A” demonstrates that you have followed directions, engaged with the course content and checked your work for errors before you submitted it.

	Needs Improvement	Satisfactory	Excellent
Content 80%	Failed to submit or does not meet the requirements of the assignment.	Content meets most of the requirements of the assignment and is good quality work.	*Content meets all of the requirements of the assignment and is high quality work. *Demonstrates thoughtful application of course content. *Student refers to course readings /course content and appropriately cites sources.
Spelling, Grammar Punctuation 20%	Multiple errors distract from content.	Minimal errors are evident but do not distract from the content.	Few or no significant errors.

Professional Dispositions

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

College of Education and Health Professions Conceptual Framework

The conceptual framework of the UT Arlington College of Education and Health Professions was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are *Partners for the Future*, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism,

Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:



The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal—the development of informed and responsible *Partners for the Future*—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are

not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Schedule and Grading

Module	Assignments	Point Value	Date Due
Introduction	Review the Syllabus and Acknowledge	10	June 3
I	Making Sense of Organizations: Read and Review PowerPoint presentation and The Structural Frame: Read and Review PowerPoint presentation		Complete by June 6
	Quiz 1	20	June 6
	Discussion 1: The Structural Frame	10	June 9
	Module 1 Assignment	10	June 11
II	The Human Resource Frame: Read and Review PowerPoint presentation		Complete by June 19
	Quiz 2	20	June 19
	Discussion 2: The Human Resource Frame	10	June 23
	Module 2 Assignment	10	June 26
III	The Political Frame: Read and Review PowerPoint presentation		Complete by July 8
	Quiz 3	20	July 8
	Discussion 3: The Political Frame	10	July 9
	Module 3 Assignment	10	July 11
IV	The Symbolic Frame: Read and Review PowerPoint presentation		Complete by July 17
	Quiz 4	20	July 17
	Discussion 4: The Symbolic Frame	10	July 21
	Module 4 Assignment	10	July 23
V	Putting it Together: Read and Review PowerPoint presentation		Complete by July 29
	Quiz 5	20	July 29
	Discussion 5: Putting It Together	10	July 31
	Module 5 Assignment	10	August 4
Final grade is the percent of total points earned (total points earned divided by total possible points): A =90-100%; B=80-89%; C=70-79%; D=60-69%; F =Below 60%.			

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Casey Graham Brown