SYLLABUS
EDAD 5365 – Leading Learning Organizations
SPRING 2016

Instructor: Bradley W. Davis, Ph.D.
Office: Trimble Hall, 103.A
Email: bwdavis@uta.edu
Office Phone: (817) 272-2846

Class Meetings:
Online

Office Hours:
By appointment. My aim is to be as flexible as possible in meeting students’ needs. To that end, I am happy to meet virtually (via Skype, Blackboard Collaborate, Google+, etc.) or in person (on campus at UTA, the coffee shop, your work, etc.). Please send an email with options of when you are available, along with your preferred communication method.

Graduate Catalog Description:
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 public school and post-secondary learning organizations.

Course Summary:
While conceptualizing schools and colleges as learning organizations, this course serves as an entry point for educators, leaders, and researchers to better understand change in educational and organizational settings. Because of the varying contexts that comprise education systems, and in turn the multitude of demands placed upon educational leaders, this course seeks to broaden perspectives on change so that we as educators, leaders, and researchers may be better prepared for meeting the needs of diverse groups of educators and learners in an ever-changing educational landscape.

Course Objectives:
• Recognize what constitutes a learning organization.
• Define change and recognize its varied meanings amongst differing individuals and organizations
• Understand, appreciate, and challenge traditional notions of change in educational and organizational settings
• Model change at the individual and team level
• Explore the role(s) of leaders in facilitating change
• Consider the demands placed on leaders of change by various constituencies
• Consider the origins and influences on these demands and how they are enacted
• Think critically about the importance and priority of these demands
• Reflect deeply on our own values, beliefs, thinking, and leadership actions as they pertain to change
• Expand our abilities to develop reflection in those we lead during times of change
• Expand our thinking beyond the into larger-level systems (i.e. campus, district, department, college, university, region, state, federal, etc.)
• Develop strategic plans for enacting and leading change
• Establish leadership practices that can lead to positive change in our current work settings

Course Materials:
Student Provided:

Instructor Provided:
Materials provided by the instructor and assigned as class readings will be posted to Blackboard. These materials are primarily book chapters or journal articles, however additional resources such as videos and non-refereed articles may be posted.

Participation Expectations:
Class Engagement:
As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. Perhaps the most important aspect of appropriate classroom engagement is respect for others. There will come occasion when the perspectives offered by the readings, the instructor, and fellow classmates contrast sharply with your own. While experiencing these contrasts can at times be very difficult, respectfully and courageously navigating through them as a group is the very essence of classroom learning.

Attendance:
Because the course is held online, “attendance” will be determined by timely engagement with online discussion. Failure to fully participate in online discussion in any given week will negatively affect your semester grade.

Assignments and Grading:
All assignments will be given a grade between 0 and 100. Unless otherwise noted, all assignments will be submitted in electronic format to Blackboard. Grades will be posted to Blackboard, including the semester average. All late assignments will receive a reduced grade.

Written Work:
As graduate students, one of many skills you are responsible for developing is your writing. Writing is a skill of critical importance in both leadership and research. It is my responsibility to help you improve in this area. Students come to this program from a variety of educational and professional backgrounds. Hence, previous academic preparation (e.g., writing skills) will affect your performance in this course. It is important to acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. That being said, I am more interested in seeing continuous improvement in writing quality over the semester than I am in seeing your assignments immediately meet a high standard. I will discuss this last sentiment in greater detail during the first week of class.
All written work should be typed, formatted, and devoid of grammatical, spelling and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical,
and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Students should use the 6th Edition of the APA Manual as a guideline for writing, formatting, and appropriate citations. Be sure to proofread your papers and online commentary before submitting. Assignments that are not well edited will be assigned a lower grade. Finally, if you have concerns about your writing, please discuss this matter with me before assignments are due.

**Online Discussion (35% of Semester Grade):**
Online discussion is the core class activity and requires weekly participation. I will post at least three comments or questions related to each week’s readings – you will need to respond to two of them. Make sure your responses are *substantive* (i.e. not one, lame sentence). You must also *meaningfully* respond to two posts from your classmates (any two posts in any of the three+ threads). If you are one of the first to respond to the questions, you may need to login at a later time in order to be able to respond to your fellow students. Among others, typical responses approaches are “Yes/I agree, but” “Yes/I agree, and...” and “No/I disagree, because”. At the end of each week, you will have posted four times (your response to two of the three questions and your two responses to classmates).

**Reflections (20% of Semester Grade):**
Students will be responsible for writing several reflections. While the material we cover in class should be incorporated, reflections do not serve as summaries of the required readings. Reflective practice is important for many reasons, just a few of which include:

- Expansion of your ability to challenge the thinking of others
- Opportunity to develop a deeper understanding of your own values, assumptions, and thinking
- Increased understanding of the perspectives of others
- Increased effectiveness in communication, decision-making, and leadership
- Improvement of our class discussion by allowing students to crystallize thoughts ahead of time
- The development of **praxis**

Some elements to consider including in your reflections:

- Discuss ways in which the readings relate to your experiences, both past and present
- Discuss ways the course material is influencing your thinking
- Outline themes from the reading that you think will be important for the class to discuss
- Outline your general impressions of the readings
- Consider tying back to class discussions where appropriate

Weeks in which reflections are not collected are not weeks in which you are excused from the required readings. A separate grading rubric along with further instructions for reflections will be posted to Blackboard.

**Identification of Need for Change (Midterm) (20% of Semester Grade):**
Students will identify an area (or areas) for change in one of the educational contexts in which they are regularly situated (i.e. their workplace). Students will write a paper (~5 pages) containing an identification of the problem, a description of the stakeholders, a rationale for change, and an explication of desired outcomes. The paper should also contain a brief outline of possible avenues for affecting change. A separate grading rubric along with further instructions for this assignment will be posted to Blackboard.
Plan for Change (Final) (25% of Semester Grade):

Building upon their Identification paper, students will write a paper (~10 pages) describing a specific plan for change. The plan should contain a list of roles, activities, a timeline, and plans for addressing anticipated issues/difficulties. This finished paper should draw on material covered in class and utilize references both within and outside of the semester’s required readings. A separate grading rubric along with further instructions for this assignment will be posted to Blackboard.

Semester Grade Contributions:

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<thead>
<tr>
<th>Contribution</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Engagement / Attendance / Online Discussion</td>
<td>35%</td>
</tr>
<tr>
<td>Reflections</td>
<td>20%</td>
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<tr>
<td>Identification of Need for Change (Midterm)</td>
<td>20%</td>
</tr>
<tr>
<td>Plan for Change (Final)</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>0-59%</td>
<td>F</td>
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Resources Available to You:

UTA Writing Center - [http://www.uta.edu/owl/index.html](http://www.uta.edu/owl/index.html)

From the Writing Center web page:

The UT-Arlington Writing Center offers a welcoming and supportive environment for students who seek assistance on a wide variety of writing assignments and needs. We are here to encourage and to motivate student writers of all levels, and to provide our clients with the highest quality assistance available. Our first objective is to help student writers to elevate the writing project in hand, but always with the goal of improving the general quality of their written work. In addition, we intend to work together with faculty, administrators and other UT-Arlington community members to become a trusted and reliable campus resource.

- We offer a positive and supportive environment.
- Our writing consultants are professionally trained and can assist undergraduate and graduate students with writing assignments in multiple subject areas.
- We assist students across the spectrum of writing ability.
- We help clients develop their ability to critically evaluate their own writing and ideas.
- We offer students focused, extended, and personalized tutoring in an effort to increase their chances of becoming successful college-level writers.
- We also offer workshops for graduate and undergraduate student writers.

Gretchen Trkay, Reference & Instruction Librarian:

Gretchen works for the UTA library and is the Education specialist. She is eager to help you with your studies. Here is a quick note from her on the Education Subject Guide:

Need help defining your research topic? Not sure where to find articles? Try the Education Subject Guide, [http://libguides.uta.edu/edad](http://libguides.uta.edu/edad) - For further help, contact the Education Librarian Gretchen Trkay (gtrkay@uta.edu).
**Semester Calendar:**

**Note:** Required reading is to be completed before the date in which it is listed. These readings will also serve as the basis of online discussion and any reflections due on that date. For example, by 11:59 PM on January 31st, students will need to have read chapters four and five of the Senge text and uploaded their first reflection. Please be aware that details for some class dates continue through page breaks.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Details</th>
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| January 24th  | **Required reading:** Senge, Chapters 1-2  
Additional reading on Blackboard                                                |
| (Week 1)      |                                                                                 |
| January 31st  | **Reflection 1 due**                                                            |
| (Week 2)      | **Required reading:** Senge, Chapter 4-5  
Additional reading on Blackboard                                                |
| February 7th  | **Required reading:** Senge, Chapters 6-7  
Additional reading on Blackboard                                                |
| (Week 3)      |                                                                                 |
| February 14th | **Reflection 2 due**                                                            |
| (Week 4)      | **Required reading:** Senge, Chapter 8  
Additional reading on Blackboard                                                |
| February 21st | **Required reading:** Senge, Chapter 9  
Additional reading on Blackboard                                                |
| (Week 5)      |                                                                                 |
| February 28th | **Reflection 3 due**                                                            |
| (Week 6)      | **Required reading:** Senge, Chapter 10  
Additional reading on Blackboard                                                |
| March 6th     | **Required reading:** Senge, Chapter 11  
Additional reading on Blackboard                                                |
| (Week 7)      |                                                                                 |
| March 13th    | **No class requirements – Spring Break**                                        |
| (Week 8)      |                                                                                 |
| March 20th    | **Midterm due**                                                                 |
| (Week 9)      | **Required reading:** Senge, Chapter 15  
Branson, Chapter 1  
Additional reading on Blackboard                                                |
| March 27th    | **Required reading:** Bransen, Chapters 2-3  
Additional reading on Blackboard                                                |
<p>| (Week 10)     |                                                                                 |
| April 3rd     | <strong>Reflection 4 due</strong>                                                            |
| (Week 11)     |                                                                                 |</p>
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<tr>
<th>Date</th>
<th>Required reading:</th>
<th>Additional reading on Blackboard</th>
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<tbody>
<tr>
<td>April 10th</td>
<td>No class requirements - AERA 2015</td>
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<td>(Week 12)</td>
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<td>April 17th</td>
<td>Required reading:</td>
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<tr>
<td>(Week 13)</td>
<td>Bransen, Chapter 5</td>
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<td></td>
<td>Additional reading on Blackboard</td>
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<tr>
<td>April 24th</td>
<td>Reflection 5 due</td>
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<tr>
<td>(Week 14)</td>
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<td>Required reading:</td>
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<tr>
<td></td>
<td>Bransen, Chapter 6</td>
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<td></td>
<td>Additional reading on Blackboard</td>
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<tr>
<td>May 1st</td>
<td>Required reading:</td>
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<tr>
<td>(Week 15)</td>
<td>Bransen, Chapter 7</td>
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<td></td>
<td>Additional reading on Blackboard</td>
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<tr>
<td>May 8th</td>
<td>No formal class activities – work on your final!</td>
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<td>(Week 16)</td>
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<td>May 11th</td>
<td>Plan for Change (Final) due</td>
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<td>(Also week 16)</td>
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**Acknowledgement:**
The instructor owes a tremendous debt of gratitude to the following individuals whose teaching and syllabi have influenced the development of this course and syllabus:

Michelle D. Young, Ph.D.
Mark A. Gooden, Ph.D.
Ann O'Doherty, Ed.D.
Gretchen G. Generett, Ph.D.
Richard M. Gonzales, Ph.D.
Glenn L. Nolly, Ph.D.
Patricia J. Casey, Ph.D.
Adrienne E. Hyle, Ph.D.

**Important University Information**

**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/aaofao/).
Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)  www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671.

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.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit  uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses 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.

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](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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.