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| **Department of Educational Leadership and Policy Studies** |  |
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| **EDAD 6342 K-16 Organizational and Leadership Theory Research** | **Summer 2017** |
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**Instructor Information:**

Taryn Ozuna Allen, Ph.D. Office Hours: Mondays 3-5pm

Assistant Professor or by appointment

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**Course Information:**

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| **Course Title:**  | **K-16 Organizational & Leadership Theory Research** |
| **Course Number:** | **EDAD 6342.001** |
| **Semester:** | **Summer 2017** |
| **Course Location and Time**:   | **TH 204, 5:30pm** |

**Catalog Description:** In depth study of theories of organizing, the ways in which they are evidenced in educational organizations and the ways in which they influence leaders and learning.

**Learning Outcomes:**

1. Students will be able to identify, define, and understand leadership and organizational theories, as evidence by class discussions and course exams.
2. Students will be able to understand how educational leaders can respond to organizational change, as evidenced by class discussions.
3. Students will be able to describe how theoretical frames are used in educational leadership research, as evidenced by discussion facilitation.

**Required Textbook:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage.

\*Other readings as assigned. Additional readings are located on the course Blackboard page.

**Course Policies and Requirements**

**Attendance:**

Class attendance is critical to learning, and students are expected to attend every class and actively participate in class discussion. Class will begin promptly at 5:30pm, and students are expected to be ready to begin class at that time. If circumstances prevent anyone from attending class or arriving on time, please send me an email or leave a voicemail message as a professional courtesy. After an absence, it is the student’s responsibility to follow up with a classmate for class notes. Absences, arriving late to class, or leaving early from class *will* affect the course participation grade.

**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/>).

**Disability Accommodations:**

UTArlington 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](http://www.uta.edu/disability) or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/hr/eos/index.php). For information regarding Title IX, visit [www.uta.edu/titleIX](http://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.

**Incomplete Policy:**

The grade of Incomplete (I) is given only when a student has passing grades in 2/3 of assigned work, but, because of extenuating circumstances, cannot complete all of the course work by the end of the semester. Extenuating circumstances include (1) incapacitating illness which prevents a student from attending classes; (2) a death in the immediate family; (3) change in work schedule as required by an employer; or (4) other emergencies deemed appropriate by the instructor. *A grade of Incomplete should not be requested, nor given, for lack of completion of work because of procrastination or dissatisfaction with the grade earned.*

Once the appropriate work is completed, the instructor must submit to the Registrar’s Office a completed change of grade form, signed by both the instructor and the chairperson of the department. If no grade change is submitted within 365 days of the grade of Incomplete being assigned, the default grade indicated above will be applied to the course.

Any exceptions to the regulations listed in the student catalog pertaining to grades of incomplete require the approval of the instructor, Graduate Advisor, and department chair.

**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>.

**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.

**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](http://www.uta.edu/resources).

**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>.

**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. The non-emergency number is 817-272-3381.

**In-class Technology:**

Students may use technology in the classroom as needed to meet the course learning outcomes. Technology should not be used excessively or for work that is irrelevant to the class discussion or assignments. Students are encouraged to not use technology during the class discussions in order to fully focus on the facilitator and dialogue.

**Course Assignments:**

1. **Participation – 35 points**

Class participation is instrumental to each student’s learning and development, and active engagement is expected for graduate students. Each student is expected to read all of the required assignments, reflect and critique the researcher’s work, and engage in small and large group activities and discussions. While I welcome a wide variety of perspectives and experiences, I expect class contributions to not demean a person or groups of people. In order to promote a safe space and supportive learning environment, students are expected to approach the course content, instructor, and one another with civility and respect.

I understand students learn differently and may demonstrate participation in a variety of ways. I encourage you to challenge yourself to participate in new ways to foster new methods of learning. The entire class benefits when students read and analyze the course materials and then arrive prepared to actively participate in class.

Students are expected to participate in seven weeks of discussion (five points each) and will be graded on the following criteria: listening, participation, quality of contributions, impact of contributions, and frequency of contributions.

1. **Discussion Facilitator: 15 points**

Each student will lead one course discussion on an assigned reading. Students are expected to facilitate discussion for at least 30 minutes and create a one-page summary handout on their reading. Discussion facilitations should begin with an introduction/overview to the course reading (approximately 3-5 minutes), advance to an in-depth discussion of the reading with a five question discussion protocol (at least 20 minutes), and then conclude with a wrap up of the course dialogue (approximately 5 minutes). *Please note*: *The facilitator should not use their time to summarize the course reading because students are expected to have already read the assigned readings.*

Facilitations will be graded on a 15-point rubric. For more information on the facilitation rubric, please see Course Materials on the course Blackboard page.

Students will submit their discussion protocol *and* one-page summary handout in Assignments on Blackboard *by noon* on their presentation date for grading, and I will then post the summary under Course Materials for the class.

1. **Exams – 50 points (25 points for midterm; 25 points for final)**

There is a midterm and final end of semester course exam for this course. These in-class exams are timed (90 minutes). The midterm will cover leadership theories discussed in the first half of the class. The end of the semester course will cover the organizational theories discussed in the second half of the class. The exams will include multiple choice, matching, and short answer.

***Grading Scale***

Students are expected to keep track of their performance throughout the course and seek guidance early if their performance drops below satisfactory levels. I will use the grading scale below. *Please note: No rounding up for final grades.*

90-100 A

80-89 B

70-79 C

60-69 D

Anything lower than 60 F

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| **Summer 2017 Schedule** |
| **Class No.** | **Meeting Date** | **Topic** | **Readings/Assignments Due** |
| 1 | June 5 | Course OverviewIntroductory Discussion on Leadership TheoryTrait ApproachDiscussion Facilitator: Dr. Allen | Northouse, Preface, Chapters 1-2 |
| 2 | June 12 | Skills ApproachSituational ApproachDiscussion Facilitators: | Northouse, Chapters 3 & 5*Optional Readings: Northouse, Chapters 4,6* |
| 3 | June 19 | Transformational LeadershipServant LeadershipDiscussion Facilitators: | Northouse, Chapters 9 & 10*Optional Readings:* *Northouse, Chapters 7,8* |
| 4 | June 26 | Women and LeadershipCulture and LeadershipDiscussion Facilitators: | Northouse, Chapters 14 & 15*Optional Readings:**Northouse, Chapters 11-13* |
| 5 | July 3 | Introductory Discussion on Organizational TheoryDiscussion Facilitator: Dr. Allen | Jones, Chapter 1 (BB)**Midterm Exam** |
| 6 | July 10 | Organizational DesignDiscussion Facilitators: | Jones, Chapter 4 (BB)Bolman & Deal, Chapter 2 (BB) |
| 7 | July 17 | Critical Theory and OrganizationsGendered OrganizationsDiscussion Facilitators: | Marion & Gonzales, Chapter 11 (BB)Acker article (BB) |
| 8 | July 24 | Leadership EthicsDiscussion Facilitators:  | Northouse, Chapter 16Trevino, Weaver, & Reynolds article (BB) |
| 9 | July 31 | Leading ChangeDiscussion Facilitator: Dr. Allen | Bolman & Deal, Chapter 20Kotter article |
| 10 | August 7 | Class Wrap-up | **Final Exam** |