EDU 6527

ORGANIZATIONAL DIMENSION OF LEADERSHIP

COURSE SYLLABUS

Mississippi College
A CHRISTIAN UNIVERSITY

I. Course Title

EDU 6527 Organizational Dimensions of Leadership

II. Course Credit

Three semester hours

III. Prerequisites

Admission to the Graduate School and membership in the Educational Leadership Program Cohort group and successful completion of the Mississippi College School Leadership Institute, EDU 6517 and EDU 6518.

IV. Course Professor

Lead Professor

Name: Marvin H. Jeter, III, Ph.D.
Title: Adjunct
Phone: 601.953.3114
Email: mhjeter@mc,edu

V. Course Description

This course of study explores the dimension of leadership that focuses on the knowledge, skills, and attributes necessary to identify organizational contexts, develop with others a vision and purpose for the organization, and exercise leadership processes to achieve common goals for the organization. Students will engage in activities that should enhance their ability to create with the organization the internal capacity to achieve significant improvement.

VI. Course Rationale

Organizational leadership is a critical facet in the role of the educational leader. Effective organizational leaders must continuously stay abreast of current research, law, and practice regarding teaching and learning as they relate to curriculum, instruction, and special programs. An understanding of the effective leader's role in developing, assessing, maintaining, and changing organizational climate and culture is an essential element in the preparation program for school administrators. This dimension includes a detailed understanding of resource allocation as well as human capitol recruitment, identification, hiring, development, evaluation, and maintenance. Studies have shown that an effective school is built on the foundation of a climate and culture that promotes growth and meaningful change. The conceptual framework of the Department of Teacher Education and Leadership focuses on the utilization of "best practices" in the work of professional educators. This course requires professional educators to learn and develop those skills necessary to successfully lead a school.

VII. Course Objectives

Objectives are referenced to the ELLC Standards.

This course is designed to enable prospective school leaders to:

- Compare the role of an instructional leader with that of a school manager. [1,2,3,4,5,6]
- Develop procedures addressing health and safety concerns. [3A]
- Directly link decisions to the ISLLC Standards. [1,2,3,4,5,6]
- Recognize the value of microscopic changes. [1E,2I,3A,B,D,E,5B,6C]
- Demonstrate an understanding of the political, social, economic, legal and cultural influences on student learning. [4,6]
- Identify the various school stakeholders who can influence or help to maintain the school environment. [4,6]
- Foster collaborative relationships within school settings. [4,6]
- Define "school culture" and identify the individuals and factors that shape the culture of a school. [2A]
- Give examples of ways in which the school leader acknowledges the contributions of various members of the school community. [4]
- Explain the relationship between school culture, school vision, and student achievement. [1,2,3]
- Identify possible roadblocks to improving practice as it relates to the ISLLC Standards, and identify strategies for dealing with these roadblocks. [1,2,3,4,5,6]
- Identify sources of data, and develop strategies for obtaining the appropriate data. [1B,2E,4A]
- Become familiar with current leadership issues. [1,2,3,4,5,6]
- Become familiar with the basic fundamental understandings of school law as it relates to the many varied aspects of the school including but not limited to special populations, employment, student rights, and liability. [1,2,3,4,5,6]
- Develop an understanding of the role of diversity in school culture and promoting student achievement. [2,3,4B]

VIII. Materials

Textbook

Module 1:   Whitaker, Todd. What Great Leaders Do Differently
Module 2:   Baldrige National Quality Program. Ed Criteria for Performance Excellence
Module 3:   Burgess, Dave. Teach Like a Pirate
Module 4:   Kinney, Patti. Fostering Student Accountability Through Student-Led Conferences
Module 5:   Elder, Chet. Dismissal Doesn't Have to Be Difficult
Module 6:   Collins, Tim. Good to Great
Module 7:   Lencioni, Patrick. The Five Dysfunctions of a Team

NOTE: While purchasing textbooks for this class is not a requirement, it is strongly recommended as these are great references for any instructional leader.

Other Resources

Individual Supplementary Video and Article Links are active in the assignment for each.

IX. Course Outline and Expectations

Module 1:   School Improvement: What Great Leaders Do Differently
Module 2:   School Improvement: Ed Criteria for Performance Excellence
Module 3:   School Improvement: Teach Like a Pirate
Module 4:   Operations & Management: Fostering Student Accountability
Module 5:   Operations & Management: Dismissal Doesn't Have to Be Difficult
Module 6:   Operations & Management: Good to Great
Module 7:   Operations & Management: The Five Dysfunctions of a Team

Each Module includes Textbook Readings, Discussion Board Submissions & Peer Responses, Video & Article Reviews, Application to ELLC Standards, and Reflections. There is also an introductory Discussion on students introducing themselves, as well as a final summative written submission to bring it all together.

Participation/Attendance

For online courses, non-participation means the failure to login for any group assignments (i.e., chats, etc.), tests, or weekly assignments.
https://www.mc.edu/faculty-staff/files/6913/8999/6219/A_-_2.10_-_Academic_Affairs_-_Policy_-_Class_Attendance.pdf

Academic Honesty

Mississippi College students are expected to be honest. Dishonesty, such as cheating or plagiarism, or furnishing false information, including forgery, alteration or misuse of University documents, records or identification, will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal. Please read MC's University Policy 2.19 below for specific information regarding penalties associated with dishonest behavior at Mississippi College.

https://www.mc.edu/faculty-staff/files/8313/8999/6222/A_-_2.19_-_Academic_Affairs_-_Policy_-_Academic_Honesty.pdf

Special Accommodations

In order for a student to receive disability accommodations under Section 504 of the Rehabilitation Act of 1973, he or she must schedule an individual meeting with Student Counseling and Disability Services (SCDS) before each semester or upon immediate recognition of the disability. The student must provide written documentation from a medical physician and/or licensed clinician that verifies his or her disability with recommended accommodations. Documentation must be current (within 3 years). SCDS will assist the student in notifying his or her professors about the recommended academic accommodations. Please contact Student Counseling and Disability Services to schedule an appointment with an available counselor: Phone - 601.925.7790; Fax - 601.925.7793 or email them at scds@mc.edu. For additional information, visit http://www.mc.edu/offices/counseling/student-disabilities

Course Communication Policy

All communication with faculty should be done through your Canvas course site and/or your MC email. For general questions about course items and resources, you should use the "Ask the Instructor" Discussion, located at the top of Pinned Discussions under the Discussion link in your course site. For questions regarding late assignments, grades or other personal matters, you should email your instructor through the Canvas inbox or your MC email.

You may expect a response to any inquiries within twenty-four (24) hours. You may expect feedback on course assignments within seventy-two (72) hours.

One (1) hour per week, your instructor will offer an optional time when you can meet "live" online to discuss course content.

Course Communication Guidelines (Netiquette)

Netiquette is a set of rules for behaving properly online. Much of our communication in this course will take place in the forums and through email. Here are some guidelines for online communication in this course:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.

- Use good taste when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.

- Don't use all capital letters when composing your responses. This is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.

- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) others.

- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.

- Use proper grammar and spelling, and avoid using text messaging shortcuts.

- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

X. Technology Requirements

Computer/Technology Requirements

Online students will need regular access to a personal computer that runs on a broadband Internet connection. Microsoft Word will be the expected format for submissions.

Canvas Learning Management System

Canvas is the online learning management system used to host your course content. Students are provided with a **Student Guide** and an online ticketing service for course technical issues. To access the help desk and additional resources, access the **Help** option by clicking on the question mark icon in the navigation bar on the left side of your course page.

XI. Grading and Evaluation

Final Grade Calculation

Assessments	Percentages
8 Discussions	1% each = 8%
7 Video Reviews	2.5% each = 17.5%
7 Article Reviews	2.5% each = 17.5%
7 Application Essays	5% each = 35%
7 Reflections	1% each = 7%
Final Submission	15%
Total Percentage For Course	100%

Discussion Submissions are due by Wednesday of each week with peer responses due by Friday of each week.

All Video, Article, Application, and Reflection submissions are due each Sunday.

The Final Submission Culminating Paper is due the last day of class at 11:59PM

Grading

In determining the final course grade, the following scale is used:

96%-100% = A

90% - 95% = B

80% - 89% = C

  0% - 79% = F

Students may expect feedback usually within 48 hours and certainly before the similar type of assignment is due the following week.

Rubrics

Rubrics are included throughout the course with each assignment and will provide an understanding of how assignments will be assessed.

Late Work Policy

The only late work that will be considered are those instances where the student has communicated with their instructor regarding unavoidable circumstances, *such as reporting an illness and submitting a doctor's note to their instructor.*

XII. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

XIII. Course Topics

Module 0	Introduce Yourselves
Module 1	ELLC Standards & What Great Leaders Do Differently
Module 2	Resources & Processes for Performance Excellence
Module 3	Organizing & Allocating for Engagement of Students
Module 4	Managing People & Resources: Student Accountability
Module 5	Managing People & Resources: Teacher Management
Module 6	Managing People & Resources: Good to Great
Module 7	Managing People & Resources: Leading a Team/Avoiding Dysfunction

XIV. Additional Course Information

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.