UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of __________________________ Date __________________________
   Department/Division offering course __________________________ Date February 22, 2005
   Educational Leadership Studies __________________________

2. Changes proposed:
   (a) Present prefix & number EDA 702 Proposed prefix & number EDL 702
   (b) Present Title __________________________
       New Title __________________________
       Leadership in Educational Organizations II __________________________
       If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts: __________________________
       Leadership II __________________________
   (d) Present credits: __________________________
       Proposed credits: __________________________
   (e) Current lecture: laboratory ratio __________________________
       Proposed: __________________________
   (f) Effective Date of Change: (Semester & Year) Fall, 2005

3. To be Cross-listed as: __________________________
   Prefix and Number __________________________
   Signature: __________________________
   Department Chair __________________________

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s)):
       A study of leadership with particular emphasis on examining the lives and actions of individual leaders for the purpose of understanding the nature, requirements and importance of leadership within educational organizations. Leadership theory is used to inform the discussion about each leader identified and studied. Prereq: Admission to Department program or consent of instructor.

   (b) New description:
       This course emphasizes understanding changing demographic, social, economic, and political contexts as well as the role of school leaders within educational organizations in achieving social and organizational justice. Organizational and leadership theories will be used to critically examine prevailing practice and develop perspectives appropriate to improving education for all children. Students will analyze and critique conventional practice and offer recommendations for appropriate corrective action.

   (c) Prerequisite(s) for course as changed: Admission to Department program or consent of instructor

5. What has prompted this proposal?
   The need for doctoral students to understand the link between critical theory, social theory, and behavior in organizations.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   SEE ATTACHED

7. What other departments could be affected by the proposed change?
   NONE

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? X Yes □ No

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.*
   □ Yes X □ No

10. Is this course currently included in the University Studies Program?*
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.
    □ Yes X □ No

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
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12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. □ Check here if 400G-500.

12. Is this a minor change? □ Yes X No
(Note: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?
Name: Dr. Lars G. Björk or Dr. James S. Rinehart Phone Extension: 257-2450 or 257-4293

Signatures of Approval:

[Signature]
Department Chair

[Signature]
Dean of the College

[Signature]
Date

[Signature]
Date

[Signature]
Date

[Signature]
Date of Notice to the Faculty

[Signature]
Date

[Signature]
Date

[Signature]
Date

[Signature]
Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

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The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 3/04
<table>
<thead>
<tr>
<th>Present course objectives</th>
<th>New course objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the changing context of schooling in the United States and its implications for leadership during the coming decades</td>
<td>1. No change</td>
</tr>
<tr>
<td>2. Review and critique structural functionalist views of organizational leadership.</td>
<td>2. Critiquing structural functionalist views of organizations and leadership.</td>
</tr>
<tr>
<td>3. To undertake a scholarly examination of several emerging theories and perspectives as well as discuss implications of these theories/perspectives for leadership.</td>
<td>3. Undertaking a scholarly examination of emergent leadership and organization perspectives.</td>
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<tr>
<td>4. Discuss how these theories may be used to inform and enhance administrative practice and frame research studies.</td>
<td>4. Discussing how these theories may be used to inform and change leadership and organizational practice.</td>
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<tr>
<td></td>
<td>5. Identifying differences between management and leadership.</td>
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UNIVERSITY OF KENTUCKY  
College of Education  
Department of Leadership Studies  

Edited 2/22/05  

EDL 702-Leadership in Educational Organizations II  

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CLASS MEETINGS  
TBA  

I. DESCRIPTIVE INFORMATION  

A. GRADUATE BULLETIN DESCRIPTION  

This course emphasizes understanding changing demographic, social, economic, and political contexts and as well as the role of leaders and education organizations in achieving social and organizational justice. Organizational and leadership theories will be used to critically examine prevailing practice and develop perspectives appropriate to improving education for all children. Students will analyze and critique conventional practice and offer recommendations for appropriate corrective action.  

FYI: Effective November 15, 1999 the Graduate Bulletin posted on the Graduate School web sit at: [http://www.rgs.uky.edu/gs/bulletin/bullinfo.html] will become the official Graduate Bulletin. It will be updated on a quarterly basis.  

B. COURSE CREDIT  
3 Credit hours  

C. PREREQUISITES  
Admission to Department program or consent of the instructor.
D. COURSE OVERVIEW:

Powerful demographic, social, economic, and political changes in society are challenging conventional perspectives on the function of education and the role of educational leaders. Doctoral students will examine postmodern and post-structural perspectives that challenge educational leaders to help accomplish a more equitable and socially just society. Critical reflection on present and often intractable problems confronting schools as well as examining conventional leadership perspectives help reframe the work of educators, parents, and citizens as well as offer alternative views on how to organize, govern, and lead schools in emerging contexts.

II. STATEMENT OF COURSE OBJECTIVES: The objectives of this course include:

1. Understanding the changing context of schooling in the United States and its implications for leadership during the coming decades.
2. Identifying differences between management and leadership.
3. Critiquing structural functionalist views of organizations and leadership.
4. Discussing theories of social and organizational justice.
5. Undertaking a scholarly examination of emergent leadership and organization perspectives.
6. Discussing how these theories may be used to inform and change leadership and organizational practice.

REQUIRED TEXTS:


*Educational Administration Quarterly*, Special Issue: Social Justice challenges to educational administration, 40(1). Corwin Press.


INSTRUCTIONAL TECHNOLOGY:

This course will integrate to support instruction through **email and a list-serve**. Students will be able to submit assignments, receive individual consultation, and critiques of their work using email.

ADMINISTRATIVE COURSE REQUIREMENTS AND POLICIES

The professor will adhere to all University of Kentucky policies pertaining to attendance, make-up tests, cheating/plagiarism, withdrawals, incomplete grades and examinations. Students are expected to read and understand these policies prior to course work. (See the Graduate School Bulletin [http://www.rgs.uky.edu/gs/bulletin/bullinfo.html](http://www.rgs.uky.edu/gs/bulletin/bullinfo.html) and Student Rights and Responsibilities Handbook [http://www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html) Specific policies that obtain to the course include:

**Standards for Written Work**

All written work must be typed or produced from a word processor. **APA style is required.**

EVALUATION AND COURSE GRADING

Your grade for this course will be based upon the instructor's judgment regarding the quality of your performance in the areas noted below. The relative weight given to each of these areas in determining your grade is indicated in parentheses. Note: A general expectation of doctoral students is to make genuine and informed contributions to seminar discussions that incorporate an application of concepts from assigned readings to issues and problems of practice. Due dates for each assignment will be noted in the syllabus.

1. **Critique Papers (4): 25% each = 100%**

GENERAL MARKING SYSTEM

A grading curve will not be used to determine letter grades.

A = 90-100 represents **exceptionally high achievement** as a result of aptitude, effort, and intellectual initiative. It is valued at four grade points for each credit hour.

B = 80-89 represents a **high achievement** as a result of ability and effort. It is valued at three grade points for each credit hour.

C = 70-79 represents **average achievement**. It is valued at two grade points for each credit hour.

E = 0-59 represents **unsatisfactory performance** and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.
PERFORMANCE ASSESSMENT:

An assessment of your knowledge and understanding of organizational and leadership perspectives discussed in this course will be assessed through their appropriate application to analyzing several theories. Reaction papers will have four sections: Identification of major points, reaction to the theory, identification of weaknesses, and a summary statement.

MAJOR TOPICS OF THE COURSE:

Differentiating management and leadership.
Changing social contexts: Demographics, race & Gender
Critical theory
Social justice
Organizational justice
Learning organizations
Distributed leadership
Moral leadership

MODE OF INSTRUCTION:

“To be a teacher is to be a learner. I am not a teacher...only a fellow student.” Soren Kierkegaard.

1. Lecture 30%
2. Seminar discussion 70%

ASSIGNMENTS

1. Critique Papers (4): Students will be required to complete and submit four (4) reaction papers. The purpose of these papers is to give students an opportunity to review selected leadership, social and organizational justice concepts as well as to critically analyze prevailing practice. Critique papers will have four (4) major sections including: (a) Review major elements of the selected post modern/post-structural theory or perspective; (b) Reflect on how this theory/perspective may be applicable to improving conventional leadership or practice in education organizations, and (3) Propose a strategy for improving practice and (4) Critique both strengths and weaknesses of the theory/perspective.

RETURN OF PAPERS

All papers will be returned by the instructor in a timely manner and discussed in class to contribute to the teaching and learning process.
STUDENT COURSE EVALUATION

At the close of the semester, students will also be asked to complete a University of Kentucky teaching evaluation questionnaire which focuses on teaching, instructional processes, and general substance of the course.

DISCUSSION TOPICS, ASSIGNMENTS, AND EXAMINATIONS

1. INTRODUCTION & COURSE OVERVIEW:

2. LEADERSHIP: A RETROSPECTIVE CRITIQUE (1900-1980)

   Required Readings:

   Chapt. 1: The problem with leadership studies
   Chapt. 2: An overview of leadership studies
   Chapt. 3: Definitions of leadership: 1900-1979
   Chapt. 4: Leadership Definitions: The 1980’s

3. LEADERSHIP AND MANAGEMENT: 1990 AND BEYOND

   Required Readings:

   Chapt. 5: The nature of leadership
   Chapt. 6: Leadership and Management
   Chapt. 7: Leadership and ethics in the 1990’s
   Chapt. 8: Leadership in the future

4. CHANGING SOCIAL CONTEXTS: DEMOGRAPHICS, RACE, & GENDER

   Required Readings

   Björk, L. (2003). Systems thinking and leadership in complex organizations
   (pp.1-17). In. In Kowalski, T. Public Relations in Schools, 3rd Edition. Upper
   Saddle River, NJ, Merrill-Prentice Hall.

5. CRITICAL THEORY: REFLECTIONS ON ADMINISTRATIVE THEORY

**Required Readings:**


  - **Chapt. 1:** Administration as a moral science.
  - **Chapt. 2:** Critical reflections on the history of administrative theory
  - **Chapt. 4:** Foundations for critical analysis

**Suggested Readings**


  - **Chapt. 3:** The Theory Movement: Past and Present.

6. CRITICAL THEORY: REFLECTIONS ON ADMINISTRATIVE THEORY

**Required Readings:**


  - **Chapt. 8:** Leadership
  - **Chapt. 9:** Praxis: Action working with theory

**Suggested Readings**


SOCIAL JUSTICE: CHALLENGES TO EDUCATIONAL ADMINISTRATION

Required Readings


Suggested Readings:


SOCIAL JUSTICE: CHALLENGES TO EDUCATIONAL ADMINISTRATION

Required Readings


Suggested Readings:


9. ORGANIZATIONAL JUSTICE

Required Readings:


Suggested Readings


10. ORGANIZATIONAL JUSTICE

Required Readings:


**Suggested Readings:**


11. **MORAL LEADERSHIP**

**Required Readings:**

- Chapter 1: Changing the context  
- Chapter 2: Barriers to School Reform  
- Chapter 3: The Moral Imperative at the School level  
- Chapter 4: Making a difference  
- Chapter 5: How to get there: The individual and the system

**Suggested Reading:**

- Chapters 1-5
LEADERSHIP IN LEARNING ORGANIZATIONS

Required Readings:

Chapter 1: The disappointment of school reform
Chapter 2: A new model: The professional learning community
Chapter 3: The complexity of the change process
Chapter 4: Building the foundation of a professional learning community: Mission and vision.
Chapter 5: Building the foundation of a professional learning community: Values and goals.

Suggested Reading:


LEADERSHIP IN LEARNING ORGANIZATIONS

Required Readings:

Chapter 6: Sustaining school improvement
Chapter 7: Embedding change in the culture
Chapt 8: Planning for learning: Curricular focus in a learning community.
Chapt 9: The role of the principal in a professional learning community


**Suggested Reading:**


14. **LEADERSHIP IN LEARNING ORGANIZATIONS**

**Required Readings:**


Chapt 10: Teaching in a professional leaning community
Chapt 11: The role of parents in a professional learning community
Chapt 12: Staff development in a professional learning community
Chapt 13: Passion and persistence

**Suggested Reading:**


LAST CLASS

ALL PAPERS DUE
REATION PAPER CRITIQUE

1. Review the major elements of the theory/perspective (25 points): Provide a concise overview of the theory/perspective and review as well as its major components.

2. Reflect on how this theory/perspective may be applicable to improving leadership in education organizations (25 points). Analyze the theory/perspective and discuss how it may be applied and improve practice.

4. Propose how conventional practice may be changed (25 points).

5. Critique the strengths and weaknesses of the theory/perspective (30 points): Identify specific strength and weaknesses of the theory/perspective with respect to altering conventional practice (25 points).
Bibliography

Note: This bibliography was developed by Dr. Bonnie C. Johnson, Ph.D as part of EDA 771: Social Justice and Educational Leadership, Spring 2003.

Theoretical


Research


**Practice**


Sprung, B. (1975). Non-sexist Education for Young Children, a Practical Guide. New York: Citation Press.

International


Misc.

269.
Application for Change in Existing Course: Major & Minor EDA 702 Educational Leadership Studies
Present prefix & number: EDA 702

Present Title: Leadership II
Present credits: 3

Present description: A study of leadership with particular emphasis on examining the lives and actions of individual leaders for the purpose of understanding the nature, requirements and importance of leadership within educational organizations. Leadership theory is used to inform the discussion about each leader identified and studied. Preq: Admission to Department program or consent of instructor.

Proposed prefix and number: EDL 702

New title: Leadership in Educational Organizations II
Proposed credits: 3

New description: This course emphasizes understanding changing demographic, social, economic and political context as well as role of school leaders within educational organization in achieving social and organizational justice. Organizational and leadership theories will be used to critically examine prevailing and develop perspectives appropriate to improving education for all children. Students will analyze and critique conventional practice and offer recommendations for appropriate corrective action.

Prerequisite(s) for course as changed: Admission to Department program or consent of instructor
Rational The need for doctoral students to understand the link between critical theory, social theory and behavior in organizations.