

**University of Illinois at Urbana-Champaign**  
 College of Education  
 Department of Educational Organization and Leadership  
 Fall 2006

**EOL590 Proseminar in Educational Organization and Leadership** 4 semester hours

CRN: 466654

Tuesday, 10 am – 12:50 pm, Room 176 Education Building

Instructors

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**Course Description**

The Proseminar in Educational Organization and Leadership has two complimentary foci. The first focus introduces students to the core disciplines associated with the two graduate programs offered by the Department of Educational Organization and Leadership (EOL), K-12 educational administration and leadership and higher education. The course emphasizes the literature, theories, and conceptual frameworks related to leadership, organization, and policy, and it explores the common and unique problems and issues of the K-12 and higher education levels. A key emphasis of the exploration of core course content is to explore relationships between theory and practice. The second major focus is to help students understand the systems, processes, and procedures associated with graduate studies, particularly the EOL department's PhD and EdD doctoral programs. This aspect of the course examines the major milestones associated with doctoral studies and assists students to understand the actions and behaviors that are linked to successful completion of the graduate degree. With this focus in mind, students gain experience with critical analysis and writing, with using library and electronic resources, and with engaging faculty and peers in scholarly dialogues.

## Course Objectives

By the end of this course, students should be able to:

- Identify and describe core literature, theories, and conceptual frameworks associated with educational and organizational leadership at both the PK-12 and higher education levels.
- Identify critical issues and challenges that educational and organizational leaders face at the PK-12 and higher education levels.
- Gain an understanding of the areas of interest and expertise of EOL faculty members and develop strategies for interacting productively with the student's own advisor, faculty, and other students.
- Gain a fundamental understanding of the rigors of doctoral studies and the variety of processes, tools, and techniques associated with successful graduate studies.
- Demonstrate the ability to use library and web-based resources relevant to conducting research and engaging in professional practice.
- Demonstrate the ability to read, think, discuss, and write in a thoughtful, analytical, and critical manner.
- Develop individual interests and scholarly/professional questions and formulate plans for a graduate program that addresses the student's major interests and enhances scholarly and professional expertise.

## Required Texts

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington DC: Author. Electronic reference formats recommended by the APA can be found at the following site:  
<http://www.apa.org/journals/webref.html>

Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The craft of research* (2<sup>nd</sup> ed.). Chicago: University of Chicago Press.

Collins, J. (2001). *Good to great*. New York: HarperCollins.

Northouse, P. G. (2004). *Leadership: Theory and practice* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Schein, E. H. (2004). *Organizational culture and leadership* (3<sup>rd</sup> ed.). San Francisco: John Wiley.

## **Course Organization**

Professors Bragg and Hackmann will co-teach the course by holding weekly lecture-discussion sessions on Tuesday mornings, 10 am to 12:50 pm, with some exceptions. Early in the semester, students will convene in the Education and Social Science Library for a special session with Nancy O'Brien, Lead Librarian, to learn more about the library collection and services as well as electronic databases. In addition, in November, the students and faculty will participate in a field trip to Springfield, IL where meetings will be held with leaders of the following three state agencies: Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE). See schedule for proposed dates for these special sessions.

Most class sessions will be organized into three parts. One part will focus on substantive topics that undergird the EOL Department, specifically the leadership and organizational theory literature. Throughout the course, students will be encouraged to consider the literature as it applies to research and practice, and they will be asked to think about both the PK-12 and higher education contexts. A second part of the class session will be a brief presentation by a member of the EOL faculty concerning his or her research and teaching, providing the opportunity for students and faculty to get to know each other better and explore perspectives and common areas of interest and expertise. The third part will focus on graduate education, the processes of engaging in scholarly research and writing, and the relationships between graduate education and professional practice.

The instructional strategies of this course include a variety of teaching and learning strategies, primarily lecture and discussion, small group discussions and presentations, guest speakers, field trips, and online learning via the webboard. Multiple instructional approaches will be used to encourage active learning to accompany brief lectures and discussion. The course teaching and learning activities are designed to engage students in review, reflection, and critical analysis and synthesis aligned with oral and written assignments to be used to demonstrate student mastery of the course objectives.

## **Webboard**

The course will have a webboard to provide the opportunity for students to discuss readings, contribute assignments, and submit preliminary writing for review by peers. The webboard URL is: [http://webboard.cites.uiuc.edu:8080/~EOL590EOL\\_Bragg\\_fa06](http://webboard.cites.uiuc.edu:8080/~EOL590EOL_Bragg_fa06) Students are expected to be active users of the course webboard by contributing information, opinions, perspectives, resources, etc. Specifically, students will be given 4-6 webboard assignments that will require a written response. Each of these assignments will be announced during class or e-mail from your instructors, and students will be given at least one week to respond. Instructors and students will be encouraged to post to the webboard, with feedback provided directly to students via e-mail or during class.

## Course Expectations and Assignments

Active commitment and engagement in learning the material taught in this course is critical to performance in the course and to the ultimate completion of the doctoral degree program. Students are expected to maintain high standards of ethical and professional conduct, including being adequately prepared, regularly and appropriately contributing to class discussions, submitting graduate-caliber work, and representing one's own work fairly and honestly. Every graduate student is expected to comply with all aspects of the Academic Integrity Policy, specifically the Student Code, of the University of Illinois at Urbana-Champaign (UIUC). A copy of the policy can also be accessed on the UIUC campus website at: [http://www.admin.uiuc.edu/policy/code/article\\_1/a1\\_1-401.html](http://www.admin.uiuc.edu/policy/code/article_1/a1_1-401.html). Please note, the UIUC Student Code specifically states that all assignments must be a student's own *original* research and writing for this course. Papers completed for other courses are not considered original to this course and will be given a failing grade. If students have any questions about potential conflicts among various course assignments, they should bring them to the attention of the instructors immediately.

All written assignments must be word-processed, adhering to the fifth edition of the *Publication Manual of the American Psychological Association*. Include a title page with each assignment (no abstract is necessary), use 1.25-inch margins, Times New Roman font, and use double spacing. Grade reductions will be made for assignments that are not submitted by the due date. Assignments will be assessed using peer groups as well as through the assessment of both instructors, who will confer one grade. Students are encouraged to share draft writing with the instructors prior to the formal due date of assignments, and they are encouraged to share their preliminary work with peer students and colleagues.

## Course Requirements

Each student's performance in the course will be evaluated by:

- ***Webboard and class participation.*** Students are to come to class prepared, having completed the readings and any written assignments, and constructively participate in class discussions. Regular and punctual attendance at all class sessions is expected. If a student cannot avoid being absent, he/she is expected to notify the instructor prior to the class session and to make arrangements to obtain information or assignments distributed in class. It may be helpful to select a class partner who will pick up materials in the event of an absence. In addition, students are expected to engage in webboard activities. (15%)
- ***Statement of educational and organizational leadership professional interests..*** In this statement (four double-spaced pages maximum), students will describe their professional activities that have laid the foundation for their interest in obtaining an EOL doctoral degree, then will explain how they intend to utilize the knowledge gained from this degree to support their future professional goals. The

- purposes of this assignment are twofold: (a) for the student to gain clarity on her/his career goals, and (b) for the instructors to assess and provide feedback on students' current writing skill levels. (Due Sept. 12; 10%)
- **Statement of scholarly research interests.** Each student will prepare a paper (5-6 double-spaced pages) that identifies, outlines, and describes an area of interest that he/she would like to pursue as a potential dissertation topic. The student should explain why he/she sees this as an important topic and problem and should identify some questions about the problem that are of interest for a potential dissertation study. In writing this paper, the student is expected to access relevant scholarly literature as well as relevant web-based resources (peer-reviewed sources are preferred for citations). Students should make sufficient copies of the paper to share with members of the course. Each student should plan to highlight some of the resources and/or web sites that she/he found in doing this paper that may be of interest to classmates. (Due Oct. 3; 15%)
  - **Mid-term examination.** In this assessment, students will be expected to apply concepts learning through reading and discussion of the *Good to Great* and *Leadership: Theory and Practice* texts. The instructors will more fully explain expectations prior to the examination date. (Nov. 14; 25%)
  - **Scholarly writing project.** Working collaboratively with the instructors, each student will identify a challenging question that emanates from their area of scholarly research interest. In addressing this question, the student will be expected to conduct a comprehensive review of the literature (to include empirical research) and to identify potential theoretical frameworks that may serve to support the dissertation study. Students are expected to share their drafts with their peers for feedback. (Proposal due Oct. 17, first draft due Nov. 28; final paper due Dec. 12; 35%)

### Evaluation and Grading

The student's final grade will be based upon the joint assessment of the two instructors. Because this course is intended to be a foundational course upon which other courses build, students are expected to meet the due dates, "Deferred" or "Incomplete" grades will not be possible in this course. The following is a breakdown of the grading scale for the course:

94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
Below 70	F

### Course Outline

- Week 1– 8/29 Organizational meeting and course overview  
Webboard training  
The graduate study process – *College of Education Graduate Handbook* (online) – copies will be provided in class
- Week 2– 9/5 Research problems in education  
Chapters 1-4, *Good to Great*  
Discussion of the research of Drs. Hackmann and Bragg
- Week 3– 9/12 Library session (Nancy O’Brien, UIUC Library)  
Statement of educational and organizational leadership statement due – small group and class discussion
- Week 4– 9/19 Qualifying exams  
Chapters 5-9 and Epilogue, *Good to Great*  
Chapters 1-2, *The Craft of Research*  
Meet the faculty
- Week 5– 9/26 The dissertation process  
Chapters 1-4, *Leadership – Introduction*  
Chapters 3-4, *The Craft of Research*  
Meet the faculty
- Week 6– 10/3 IRB process (Anne Robertson, Bureau of Educational Research)  
Chapter 5-7, *Leadership*  
Chapters 5-6, *The Craft of Research*  
Meet the faculty
- Week 7- 10/10 The preliminary exam  
Chapters 8-10, *Leadership*  
Chapters 7-8, *The Craft of Research*  
Meet the faculty
- Week 8- 10/17 The dissertation defense  
Chapters 11-13, *Leadership*  
Chapters 9-10, *The Craft of Research*  
Meet the faculty
- Week 9- 10/24 Mid-term exam  
Planning the field trip to Springfield
- Week 10- 10/31 Defining organizational culture, scholarly research and writing

Chapters 1-4, *Organizational Culture and Leadership*  
 Chapters 11-12, *The Craft of Research*  
 Meet the faculty

- Week 11- 11/7 Dimensions of culture, scholarly research and writing  
 Chapters 5-11, *Organizational Culture and Leadership*  
 Chapters 13-14, *The Craft of Research*  
 Meet the faculty
- Week 12- 11/14 Field trip to visit state agencies in Springfield, depart 8 am and  
 return to campus by 4 pm
- Week 13- 11/21 Fall break
- Week 14- 11/28 Leadership role in culture, scholarly research and writing  
 Chapters 12-15, *Organizational Culture and Leadership*  
 Chapters 15-16, "Some Last Conclusions," *The Craft of Research*  
 Student Presentations
- Week 15- 12/5 Leadership role in culture, scholarly presentations and publishing  
 Chapters 16-19, *Organizational Culture and Leadership*  
 Student Presentations
- Week 16- 12/12 Scholarly Writing Project due – 5 pm

### **EOL Faculty visiting class**

Kern Alexander, Debra Bragg, Tim Cain, Do Hackmann, Richard Hunter, Stan Ikenberry, Richard Justice, Brad Kose, Stan Levy, Chris Lubienski, Carolyn Shields, and Barry Swanson.

### **Scholarly Journals Core to Educational Organization and Leadership**

Though not intended to be exhaustive, selected scholarly journals central to EOL are: *American Educational Research Journal*, *Community College Review*, *Educational Administration Quarterly*, *Education Policy Analysis Archives*, *Educational Evaluation and Policy Analysis*, *Educational Policy*, *Journal of Applied Research in the Community College*, *Journal of Community College Research and Practice*, *Journal of Educational Administration*, *Journal of Education Policy*, *Journal of Higher Education*, *Leadership and Policy in Schools*, *Research in Higher Education*, *Journal of School Leadership*, *Review of Educational Research*, and *Review of Higher Education*.