Instructor

Linda R. Vogel  
418A McKee Hall Campus Box 103  
(H) 970-356-3315 (O) 970-351-2119  
lrovgel_1122@yahoo.com (preferred address)  
linda.vogel@unco.edu

Course Description

This course continues the exploration of issues in the field of education initiated during the Doctoral Core I and II courses of the Division of Educational Leadership and Policy Studies. Students explore a multitude of organizational, leadership, and policy issues in various settings with the guidance of an ELPS faculty member. The catalog description is as follows: *Multiple perspectives will be used to review and analyze critical past uses and current educational dilemmas. Focus on solution strategies and their impact on practice.*

Overview of Division Philosophy

The underlying philosophy of this program is that educational leaders possess knowledge of self, others, organizations, and society necessary to perform creatively and effectively in diverse environments. Leaders engage people in identifying and working toward the accomplishment of a shared vision for the organization. Leaders incorporate the ideas, values, and experiences reflective of a pluralistic society and promote continual learning.

Learning experiences for this course contribute to students' understanding of the underlying beliefs of our leadership development program:

- *Human growth and development are lifelong pursuits.*
- *Organizations are artifacts of a larger society.*
- *Learning, teaching, and collegiality are fundamental activities of educational organizations.*
- *Validated knowledge and active inquiry form the basis of practice.*
- *Moral and ethical imperatives drive leadership behavior.*
- *Leadership encompasses a learned set of knowledge, skills, and attitudes.*
- *Effective leadership in educational organizations depends on individual and team efforts.*
- *Leaders' behaviors and actions model their beliefs and values.*
- *Leaders effect positive change in individuals and organizations.*

Disability Access

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at Campus Box 139 Greeley, CO 80639  
Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.
Diversity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Course Objectives

This core seminar is intended to introduce students to emerging problems and issues in educational leadership and to help socialize students to their roles as active inquirers of new knowledge. Because each cohort group is unique, specific course objectives may vary each year. Nevertheless, as a result of the seminar activities, students will:

- Develop skills in analyzing current issues and dilemmas facing educational leaders by reflecting on and applying concepts and theoretical frameworks from Doc Core, other formal courses, and related learning experiences.
- Analyze implications of, and pose solutions to, issues raised in meetings of state and national associations, in community, state and national news releases, in various school and district level meetings and task forces; in professional development activities; and so on.
- Continue to build a cohort of supportive colleagues who value collegiality and team building among people in an organization.
- Refine possible solutions by critiquing those offered by cohort members as they reflect on current issues and dilemmas.
- CAEP/ELCC standards addressed in this course include the following, in either a school or district context as appropriate for each student and the license or degree they are pursuing:
  - ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.
  - ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.
  - ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and
operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

- ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

- ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

- ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

**Texts and Readings**

There are no formal texts. The bibliography, websites, and libraries include many reference materials to assist the analysis of current issues. Education Week ([http://www.edweek.com/](http://www.edweek.com/)) and the Public Education Network Newsblast ([http://www.publiceducation.org/](http://www.publiceducation.org/)) are both excellent sources of current issues and research. Both sites have free weekly news updates that can be sent to your e-mail address.

**Course Activities and Assignments**

The course is designed to encourage collegial sharing and discussion among the cohort and faculty. Seminar activities include:

1. Online discussions of current issues, readings, professional experiences, and emerging ideas. Students will login, respond to issues (the article and questions for the week), and react to others’ postings (at least two peer postings) as often as desired but at least twice each week. (9 points per week x 10 weeks = 90 points.) Each student will lead a discussion forum at least once during the semester. (20 points for facilitating a discussion forum.)

2. Development of a reflective journal in print or on CD-ROM in which the student presents problems and potential solutions. This journal can include documents that relate to the issues discussed on-line and will be due one week prior to the end of the course. (40 points)
Student participation in the online discussions and their journals are graded according to a rubric (rated from 1 to 4). Final grades are awarded in accordance with the Graduate Bulletin that specifies: "Superior is indicated by 'A,' above average is 'B,' average is 'C,' below average but passing is 'D,' and failure is 'F.'"

**Bibliography**

**School Reform Leadership**


**Standards and Accountability**


Diversity


## Reflective Journal Rubric

<table>
<thead>
<tr>
<th></th>
<th>(1) Unsatisfactory</th>
<th>(2) Need Improvement</th>
<th>(3) Satisfactory</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articles Reviewed</strong></td>
<td>1-4 articles; mostly trade journals or newspaper articles</td>
<td>5-8 articles; mostly trade journals with some research journal articles</td>
<td>9-11 articles, mostly peer reviewed journals</td>
<td>12-16 articles; majority are peer reviewed journal articles</td>
</tr>
<tr>
<td><strong>Article Summaries</strong></td>
<td>Articles are superficially discussed or only used in passing references, leaving the reader unaware of the articles' content.</td>
<td>Articles are summarized with little or no explanation of data collected or findings. The reader is unclear as to what the article revealed.</td>
<td>All articles are clearly summarized with significant findings.</td>
<td>All articles are clearly summarized, giving the reader an understanding of the salient research questions or goal of each article and the significant findings/conclusion.</td>
</tr>
<tr>
<td><strong>Reflections</strong></td>
<td>Articles are not reflected upon in any personally meaningful manner.</td>
<td>Articles are superficially reflected upon in a manner that demonstrates no insight or knowledge into the area discussed or the larger educational context.</td>
<td>Each article is reflected upon in some way regarding either relevance to student's topic of interest, life experiences, or the larger educational context.</td>
<td>Each article is reflected upon regarding the why the article was selected and relevance to the student's topic of interest, life experiences, and the larger educational context.</td>
</tr>
<tr>
<td><strong>Writing Quality</strong></td>
<td>APA style not used; or citations not present for each article and/or no reference; little organization; or technical errors significantly detract from content</td>
<td>APA style not used consistently for citations or reference list; or unclear organization (connection to overall purpose of the reflection not clear); or technical errors detract from a reader's understanding of the content</td>
<td>APA style generally used for citations and reference list; organization clear; some technical errors which detract from content</td>
<td>APA style used for citations for each article and reference list; logically and clearly organized; clearly written with few technical errors to detract from content</td>
</tr>
</tbody>
</table>