EDLD 6314 – Professionals in Educational Organizations

Instructor  
Dr. Nancy J Smith

Office  
Faculty Center 221

Office Hours  
Monday 4:00 – 7:00 & Thursday 4:00 – 7:00

or by appointment

Phone  
361-825-2308

E-mail  
nancy.smith@tamucc.edu

Classroom  
BH 202

Class Hours  
Monday 7:00 – 9:30

I. COURSE DESCRIPTION:
The nature of professionalism in education; points of conflict between bureaucratic and professional norms; accommodations to conflict; integrating professional norms with organizational requirements; organizational leadership of professionals; the character of professional associations in education.

II. RATIONAL:
In 1938, Dewey wrote that mankind likes to formulate their beliefs about education in terms of Either-Ors, but he felt “that there is an intimate and necessary relation between the processes of actual experience and education” (p.20). The world is changing at an accelerated rate and along with it the expectations of leaders. Leadership effectiveness demands high-level ability to work with others and respond to change. Similarly, the complexity of social issues we face demand leaders who are able to create a vision and organize others for collective efforts to address human and community needs. Therefore it is necessary for educational leaders to examine their own practice and through theory and experience develop a deeper understanding of the character, conflicts, values, and norms of educational organizations, and what it means to lead within educational organizations.

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A

IV. TEXES COMPETENCIES: N/A

V. COURSE OBJECTIVES AND LEARNING OUTCOMES:
Upon successful completion of the course, the student should be able to demonstrate knowledge and understanding of:

1. The historical and social antecedents of professionalism in educational organizations
2. Knowledge and understanding of character, conflicts, values, and norms of educational organizations
3. The professional skills and competencies that are exhibited by educational leaders
4. The basic research skills needed to understand and conduct research on one’s own practice
5. Ethical standards and considerations for professionals in an educational setting.
6. Connect personal experience, reading and community involvement through reflection to develop an understanding of your own leadership philosophy and potential
7. Draw upon collective experiences to expand upon a definition of leadership

VI. COURSE TOPICS:
- Process and approaches to professional practice
- Identifying conflicts and values
- Viewing and reviewing professionalism
- Analyzing individual practice
- Organizational impact on professional practice
VII. REQUIRED TEXTS:
Supplemental reading will be found in your Dropbox folder
EndNote Software. [This is OPTIONAL] Available FREE for download from [http://it.tamucc.edu/downloads](http://it.tamucc.edu/downloads). You will need your Island ID and Password. The product key is on the page with the download link.

RESOURCES:
OWL at Purdue – [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES:
- Lecture & discussion
- Group assignments
- Individual assignments
- Project-based learning

IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES:
Grades will be calculated based on A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F < 60%

- Discussion and Participation 10%
- Weekly Research Log 15%
- Action Research Project [ARP] components 40%
- Final Action Research Project Design 20%
- Group Presentation 15%

DELIVERABLES:
- Professional Standards for your career area
- ARP
  - Topic
  - ARP research questions
  - Annotated bibliography
  - Professional organization report
- Action research design
- Group presentation

REQUIREMENTS FOR DELIVERABLES:
Assignment details will be provided and discussed in class.

X. COURSE EXPECTATIONS AND POLICIES:
1. **Attendance and Participation:** This class requires you to invest time for preparation, assignments, and application of critical concepts in research. You will need to stay on top of things in order to perform well. While you might be an
independent learner, and perhaps a strong performer, the research is consistent on the value of social learning. Your respectful and meaningful participation in discussions will be required for your final grade.

2. **Competencies:** There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   a. Ability to proof read your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   d. Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. Therefore, plan ahead and have back up plans in place should something go wrong.

3. **Tardiness and Courtesy to Peers:** I see us as professional scholars and therefore we should treat our learning environment with professional respect. All class meetings will start on time unless otherwise announced in advance. DO NOT WALK IN LATE. Make sure you communicate with me if you have any extenuating circumstances.

4. **Electronics:** The use of technology is encouraged, however cell phones must be turned off during class. When using laptops, iPads, or similar devices, please refrain from participating in emailing, texting, FaceBook, or other forms of messaging and social networking.

5. **Disabilities Accommodations:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

6. **Professional Conduct and Academic Honesty:** Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism. Cheating, plagiarism and other forms of academic dishonesty will result in disciplinary actions. All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.

7. **Diversity Statement:** The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

8. **End of Semester Negotiations:** I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success.
However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.

Please understand that, despite the strict expectations and policies outlined above, I do care about you as an individual and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. I encourage you to get in touch with me if you want a conference to explain your circumstances. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.

*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*
## XI. Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; In-class Activities</th>
<th>Required Reading and Deliverables Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 – Aug 27-Sept 7</td>
<td>NO face-to-face due to Labor Day</td>
<td>Read Dewey – Experience and Education [Dropbox folder] Find Professional Standards for your area and bring a copy to first meeting</td>
</tr>
<tr>
<td>WK 2 – Sept 8</td>
<td>Introduction</td>
<td>Discuss: Goals for class</td>
</tr>
<tr>
<td>WK 3 – Sept 15</td>
<td>What is Professional Capital?</td>
<td>PC – Chapter 1, 2 &amp; 3 AR – Part I &amp; Part II Choose ARP topic</td>
</tr>
<tr>
<td>WK 4 – Sept 22</td>
<td>Putting Evidence and Experience to Work</td>
<td>PC – Chapter 4 AR – Chapter 5 – Choosing the right research questions Define ARP research questions</td>
</tr>
<tr>
<td>WK 5 – Sept 29</td>
<td>Using Theory to Build Capital and Drive Action</td>
<td>PC – Chapter 5 AR – Chapter 6 Join a professional education organization that fits your area</td>
</tr>
<tr>
<td>WK 6 – Oct 6</td>
<td>NO face-to-face</td>
<td>DUE Annotated bibliography – organized around topic areas, ARP topic, and working group</td>
</tr>
<tr>
<td>WK 7 – Oct 13</td>
<td>Connecting Data to Theory</td>
<td>PC – none AR – Chapters 7, 8, &amp; 9</td>
</tr>
<tr>
<td>WK 8 – Oct 20</td>
<td>Action or Accommodation</td>
<td>PC – none AR – Chapters 10, 11, &amp; 12</td>
</tr>
<tr>
<td>WK 9 – Oct 27</td>
<td>Organizational Culture</td>
<td>PC – Chapter 6 AR – Part IV DUE Professional Organization Report</td>
</tr>
<tr>
<td>WK 10 – Nov 3</td>
<td>Change</td>
<td>PC – Chapter 7 Dewey – Experience and Education</td>
</tr>
<tr>
<td>WK 11 – Nov 10</td>
<td>Building PC – professional norms and organizational requirements</td>
<td>Working group – journal articles History of NCLB Harland &amp; Pickering – Values in Higher Education</td>
</tr>
<tr>
<td>WK 13 – Nov 24</td>
<td>Group Work</td>
<td>Final presentation planning session</td>
</tr>
<tr>
<td>WK 14 – Dec 1</td>
<td>Discussion</td>
<td>DUE Action Research Project – final written report Discussions of individual ARP results</td>
</tr>
<tr>
<td>FINAL – Dec 8</td>
<td>Final presentations</td>
<td>Two group presentations – re: ARP and Professional Capital</td>
</tr>
</tbody>
</table>