

EDUCATIONAL LEADERSHIP 5300ol
THE FOUNDATIONS OF MODERN EDUCATIONAL THEORY AND PRACTICE:
ORGANIZATIONAL THEORIES OF EDUCATIONAL LEADERSHIP AND MANAGEMENT
FALL 2013

*Admittance restricted to students registered in the
Master of Education Leadership Major.*

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Calendar Description:

An interdisciplinary analysis of the evolution of modern educational theory and practice as it relates to a variety of educational settings.

Course Description: This course is fully online (Moodle). From the vantage point of organizational theory, we will deepen and broaden our understanding of different lenses to interpret and make sense of values, attitudes, behaviours and practices within school settings.

Topics include:

- The importance of leadership and management for education
- Models of educational leadership and management
- Formal models
- Collegial models
- Political models
- Subjective models
- Ambiguity models
- Cultural models

Required Reading: *Theories of educational leadership and management*. Tony Bush (2011). 4th edition. Sage Publishers. ISBN: 978-1-84860-191-8 (pbk.)

Schedule: The Moodle site will open on Monday September 9 and close on Friday December 6, by which all assignments must be completed. Students are expected to read the first two topics (above) independently, prior to September 9. Written responses to 3 of the 6 models (i.e. formal or collegial, political or subjective, ambiguity or cultural), one response to another student’s submission, and a final synthesis assignment will form the basis of evaluation. Details for all assignments, and precise dates for each expectation, are on the Moodle site. Students should submit to **both** the Forum and Assignments postings pages. Responses should be in the 400-word range and the final assignment in the 1500-word range.

Evaluation: Responses are worth 15% each (4X15=60%) and the final assignment is worth 40%. For all assignments, clarity, cohesion, insight, organization of argumentation, staying within word boundaries, grammar, and APA 6th (for the last assignment) are all decisive factors in assessment.

All components within Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade.

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

PROTECTION OF PRIVACY: Although this program places an emphasis on the use of authentic school settings, practices and data, it is imperative to refrain from the use of personal identifying

information in course dialogue and writing. Towns and schools should be disguised and real names kept confidential.

PLAGIARISM: All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism as an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.”