

Educational Leadership 5300 OL
**The Foundations of Modern Educational Theory and
Practice: Organizational Theories of Educational
Leadership and Management**
Spring 2015

Note: 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. For leadership studies, organizational theory is considered a foundational underpinning to understand and interpret theory and practice.

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 April 18 and close on June 22. Students are expected to read the first two topics (above) independently before April 26. Written responses to 3 of the 6 models from three different pairings (i.e. formal or collegial, political or subjective, ambiguity or cultural). 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 to forums should be in the 400-word

range and the final assignment in the 1500-word range. You are invited on a volunteer basis to respond to another student's posting on the forum.

Evaluation

Postings are worth 15% each (3X15=45%) and the final assignment is worth 55%. For all assignments, clarity, cohesion, insight, organization of argumentation, staying within word boundaries, grammar, and APA 6th (for the last assignment or postings when necessary) 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+	4.0
93 – 96	A	4.0
90 – 92	A-	3.7
87 – 89	B+	3.3
83 – 86	B	3.0
80 – 82	B-	2.7
<i>Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.</i>		
77 – 79	C+	2.3
73 – 76	C	2.0
70 – 72	C-	1.7
67 – 69	D+	1.3
63 – 66	D	1.0
<63	F	0.0

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."