

**University of Nevada, Las Vegas
Urban Leadership Development Program**

**ULD 720*
Introduction to Urban Leadership
3 Credit Hours
Spring 2016**

CONTACTING THE INSTRUCTOR

INSTRUCTOR NAME:

E-MAIL:

PHONE:

OFFICE LOCATION/HOURS:

I. CATALOG DESCRIPTION

An introduction to general theories of leadership and organizational systems. In addition this course serves as an orientation to the Urban Leadership Program and area of specialization (Educational Leadership).

II. COURSE STANDARDS

This course addresses the following Nevada Administrator Standards:

Instructional Leadership Domain

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

- *Gathering and analyzing data from multiple sources to monitor and evaluate the progress of the school toward established goals for pupil performance and learning (IL 2.3)*
- *Operating with a belief that all children can achieve regardless of their race, perceived abilities or socioeconomic status (IL2.4)*

Standard 3: Creating and Sustaining Productive Relationships

- *Creating and maintaining a welcoming, respectful and caring environment that promotes the well-being of pupils, staff and school community (IL3.1)*

Professional Responsibilities Domain:

Standard 2: Self-Reflection and Professional Growth

- *Seeking feedback from colleagues and staff and using a variety of data and information to self-reflect and improve upon his or her practice (PR 2.1)*
- *Seeking opportunities to increase his or her professional knowledge to remain current on educational research and evidence-based practices (PR 2.2)*
- *Pursuing relevant professional learning opportunities to improve his or her leadership across the school community (PR 2.3)*

Standard 3: *Professional Obligations*

- *Modeling and advocating for fair, equitable and appropriate treatment of all school employees, pupils and the parents and families of pupils (PR 3.1)*
- *Modeling integrity and honesty in interactions with colleagues and staff, pupils and parents and families of pupils and the school community and respecting the confidentiality and dignity of such interactions (PR3.2)*

III. COURSE OUTCOMES

By the end of the course it is expected that participants will:

- Engage in self-reflection regarding their leadership styles and behaviors
- Begin development of a school portfolio by collecting demographic and perceptual data about their school
- Understand how organizational structure impacts leadership
- Apply organizational and leadership theory for effective decision making
- Use communication and motivation theories to develop systemic organizational structures that promote an organizational environment conducive to growth and stakeholder satisfaction
- Understand how to develop organizational teams that include all stakeholders
- Reflect on one's personal and organizational vision
- Understand processes of change and the leadership necessary to become a change agent

IV. TEXTS AND SUPPLEMENTAL MATERIALS

REQUIRED TEXT:

Chance, P. L. (2009). *Introduction to educational leadership and organizational behavior: Theory into practice*. New York: Routledge.

V. COURSE REQUIREMENTS

Performance Assessments

Students' ability to apply organizational and leadership theories for effective decision making, judgment, and interpersonal communication will be assessed through:

- (a) Written analysis of one case study: Each student will submit a written analysis of a case study as assigned by instructor. (100 points)
- (b) Student Guided Discussion: In small groups, students will plan and lead a discussion on a specific topic of organizational theory as applies to their organizations. (100 points)

(c) School Data Portfolio: Begin development of a school data portfolio of your school site. Collect as much demographic data as you can find as well as perceptual data from the District School Climate Survey. (See attached Demographic Data Inventory). Compile any data you receive in either electronic files or in paper form in a binder (or both if needed). You will be adding to this portfolio as you progress through the program—and will be analyzing and using data as part of your field experience in your last two semesters. As a deliverable for the related performance assessment for this class, write a **summary** of the data you found, using the following headings to outline your summary: (a) brief description of school district; (b) description of school site; (c) about our school’s students; (d) about school’s staff; (e) about our students’ parents; (f) about our school climate. Use the Demographic Data Inventory to guide your writing. Include a description of information that you were unable to locate but would be helpful to you. Attach the Demographic Data Inventory, showing check marks by items you were able to locate. (100 points)

Other Assignments

Class Participation: Each student is expected to attend all classes, read assigned material prior to class, complete in-class assignments, and actively participate in class activities and discussions. (50 points)

Beginning the Leadership Journey: Each student is expected to make periodic entries (as assigned) as a reflective process about their own leadership development. These will be posted to WebCampus/Blackboard. (50 points)

VI. GRADING POLICY

Points	Grade
376-400	A
360-375	A-
348-359	B+
336-347	B
320-335	B-
280-319	C
Below 280	F

CLASS SCHEDULE

The following outlines an approximate schedule of major topics, assignments, and preparation materials for each session. In addition to references listed here, please check WebCampus/Blackboard each week for other resources and activities the instructor may post for your preparation for specific class sessions.

Session	Topics	Assignments Due	References
Saturday, January 23 9:00 am-1:00 pm	<ul style="list-style-type: none"> • Overview and Orientation to Urban Leadership Program—Specialization in Educational Leadership <ul style="list-style-type: none"> ▪ Standards ▪ Program Expectations and Outcomes ▪ Leadership Ethics and Professional Responsibilities ▪ Scope and Sequence of Program ▪ The Culture of a Cohort: Team Building Activities • Course Overview/Assignments • Beginning Your School Portfolio • Team Assignments 		Nevada Administrative Standards Culminating Poster Template
Wed., January 27 4:30 pm-9:00 pm	<ul style="list-style-type: none"> • Organizational Structure <ul style="list-style-type: none"> ▪ Formal and Informal Elements of Organizations ▪ Persistent Dilemmas • Understanding Systems <ul style="list-style-type: none"> ▪ Social Systems ▪ Institutional Theory ▪ Chaos and Complexity Theories 	Reflection 1	Chance, ch. 1-3 Items posted on WebCampus
Wed., Feb. 3 4:30-6:00 (Independent Time to work in groups) 6:00 pm-9:00 pm (Class Meeting)	<ul style="list-style-type: none"> • Leadership <ul style="list-style-type: none"> ▪ Traits ▪ Power Basis of Leadership ▪ Transactional versus Transformational Leadership ▪ Situational and Flexible Models of Leadership ▪ Distributed Leadership 		Chance, ch. 5, 6 Items posted on WebCampus

<p>Wed., Feb. 10, 4:30 pm-9:00 pm</p>	<ul style="list-style-type: none"> • Organizational Culture <ul style="list-style-type: none"> ▪ Organizations as Learning Organisms ▪ Culture and Community • Motivation & Group Dynamics • Communication <ul style="list-style-type: none"> ▪ Internal and External Communities ▪ Impact of Organizational Structure on Communicatio 	<p>Reflection 2</p> <p>Student Guided Discussion: Focus on Organizational Structure</p>	<p>Chance, ch. 4, 7, 8</p> <p>Items posted on WebCampus</p>
<p>Wed, Feb. 17, 4:30 pm-9:00 pm</p>	<ul style="list-style-type: none"> • Decision Making <ul style="list-style-type: none"> ▪ Rational Decision Making Models ▪ Decision Making in Practice ▪ Participatory Decision Making ▪ Evidence-based Decision Making 	<p>Student Guided Discussion: Focus on Organizational Culture</p> <p>Student Guided Discussion: Focus on Motivation</p>	<p>Chance, ch. 9</p> <p>Items posted on WebCampus</p>
<p>Wed., Feb. 24 4:30 pm-9:00 pm</p>	<ul style="list-style-type: none"> • Organizational Change <ul style="list-style-type: none"> ▪ Planned Change Models ▪ Evolutionary Change Models 	<p>Student Guided Discussion: Focus on Communication Systems</p> <p>Student Guided Discussion: Focus on Decision Making</p>	<p>Chance, ch. 10</p> <p>Items posted on WebCampus</p>
<p>Wed., March 2, 4:30 pm-9:00 pm</p>	<ul style="list-style-type: none"> • Visionary Leadership <ul style="list-style-type: none"> ▪ Developing a Shared Vision ▪ Communicating and Sustaining the Organization's Vision 	<p>Case Study Analysis Due</p> <p>School Portfolio Summary (Due March 11)</p> <p>Reflection 3 (Due March 11)</p>	

University Expectations

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and

the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling [702-895-3908](tel:702-895-3908). The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.