EDA 7101 – Org Theory

1. Describe your personal theory of action for leading change in your organization. Support your theory with at least 5 recognized theories/research.

2. Describe an organizational issue with which you are familiar. Analyze the issue using the four frame theory of Bolman and Deal (2003). In addition to Bolman and Deal’s theory, add support for your analysis from at least 4 other theorists, research, or contemporary literature.

3. Select the most pressing leadership issue in your organization. Develop a strategy for addressing this issue that uses at least three organizational theories. Describe both the issue and the proposed strategies clearly supported by specific contemporary readings in organizational theory and research.

4. Identify four organizational theories that inform your behavior as a school leader.
   a. Describe and discuss each of the theories.
   b. Describe the basis for each of the theories; e.g., how they have been supported (or not) through research.
   c. Explain how the theories apply to your work setting.
   d. Explain how the theories guide you in your work, giving specific examples.

5. Select and describe an issue that needs resolution in your workplace. Following the description, generate a possible strategy to address the issue and support that strategy with organizational theories.

6. Accountability for results has been increased at all levels of education: prek-12, community college, and university. As a leader in your organization describe how you will use organizational theories (2-3 at least) to maximize results in the areas for which you are accountable.

7. Select and describe an issue that needs resolution in your workplace. Following the description, generate a possible strategy to address the issue and support that strategy with organizational theories.

8. Describe the ideal organization that you would like to lead. Support this ideal organization with theoretical knowledge, research, and contemporary literature.
9. Think of an organizational issue that you have participated in during the last year.
   a. Describe the organizational issue.
   b. Analyze the organizational issue with Bolman and Deal's 4 Frame Theory and at least 3 other organizational theories.
   c. Analyze the resolution to the issue or a potential resolution to the issue using the same organizational theories cited in part 2 of the question.

10. Analyze the educational setting of your choice based on organizational theory and professional literature. Then, describe a plan to improve services and efficiency. Support the analysis and plan for improvement with theory, research, and professional literature.

11. Write about the following:
   a. Identify the organizational theories that align with your leadership beliefs.
   b. Describe the theories in detail supported by research or professional literature.
   c. Apply those theories to resolve an identified problem in your worksite.

12. Please answer both parts of the following:
   a. Trace the history of organizational theory from its earliest roots to present day.
      Specifically identify major theories and underlying principles.
   b. Identify which theories support your approach to leadership and how you employ each.

13. Bolman and Deal have developed a four frame model of organizations and leadership. Discuss the four frames and the theoretical underpinnings of each frame. After discussing the model, explain how it either is or is not useful in providing leadership and organization in your work setting.
1. Explain the difference between a Continuing Contract and a Professional Services Contract relative to terms, just cause for dismissal, and required due process for dismissal.

2. Discuss the collective bargaining process and the grievance process for public employees within the State of Florida. In addition, please include the culminating step for each (i.e. what is the ultimate statutory solution for resolving impasse? What may be the final step for resolving a grievance?)

3. Grant Cooper was employed by the University of Arkansas to teach history for the years 70-71, 71-72, 72-73, and 73-74. During the summer session Cooper told his classes that he was a member of the PLP and a communist. Shortly after this announcement to his classes, the Dean of Social Science discussed the event with Cooper, but did not instruct him to stop such announcements. In early fall, the news of the announcement was printed in the school “underground” newspaper.

In October, Chancellor Ross requested a meeting with Cooper to discuss the statements made to his classes, his political beliefs, and how these affected his teaching of his courses. A second meeting was held between the two a few weeks after the first. They once again discussed the same topics, but in addition the Chancellor inquired if Ross would change his teaching concepts if instructed to do so by the University. In November, Ross was notified that he would not be rehired for the 74-75 academic year.

Discuss the legal implications of this incident.

4. Hepzibah is a teacher in Orange County Public Schools and just received her administrative certification. Her next-door neighbor is a middle school principal in another Florida county and over the weekend indicated to her that he has open a position for an assistant principal and that if she wants it, she can have it. Hepzibah is so excited that on Monday she informed her principal in Orange County of her new job. Her Orange County principal indicated that he needed her resignation as soon as possible so he could begin the process to fill her teaching position. On Wednesday, Hepzibah delivered to her principal a hand-written resignation effective at the end of the school year (just a month away).

Over the next weekend she asked her neighbor, the principal in another Florida county, about her new job and he told her that he had bad news –the mean old superintendent from another Florida county decided not to fill the assistant principal position due to declining enrollment in that particular school.

What are Hepzibah’s rights against that other Florida county schools and Orange County Schools, respectively?
1. A school has been given special funding to evaluate their program for gifted and talented students. Because the agency anticipates bias, the funding agency requires an external evaluation. As the external evaluator, how would you propose to evaluate this program? In your discussion, address the following components:
   a. What type of evaluation model might be most appropriate and why?
   b. What data/information would be collected and why?
   c. Who are the probable stakeholders? Discuss their different views of how a program for gifted and talented students should be evaluated and how these groups might view criteria and standards.

2. Your school district has received federal funding for a counseling program. The goals of the counseling program are to: (a) improve student success (i.e. academic achievement) through the support of school-based counselors and social workers; (b) to improve student behavior; and (c) to develop a positive, caring school environment aimed at enhancing the home and school relationship. At the time of funding, the six participating elementary schools did not have a counselor or any type of counseling program and received services from a social worker only a few hours a week. Grant resources provide six counselors for each respective school as well as three social workers who divide their time between schools. The funding agency requires an external evaluation. How would you propose to evaluate this program? In your discussion, address the following components:
   a. What type of evaluation model might be most appropriate?
   b. What data/information pertinent to each objective would be collected to determine how well each goal was achieved?
   c. Who are the stakeholders?

3. Your school (select a level – elementary, middle, secondary, or college) oversees the education of 1500 students in a middle-class metropolitan environment. The award-winning school is a technology lighthouse where students work closely with the latest technology tools. The school has made technology use a priority — with all students using technology extensively within the classroom and while doing independent research and studies. Mobile technology is used heavily throughout the school, with both students and teachers being able to work anywhere within the school by making use of the wireless network covering the entire campus. The innovative uses of technology within the school have been widely recognized by the media and by educational agencies.

   In January 2006, the school introduced wireless-enabled Tablet PCs, running Microsoft Windows XP Tablet PC Edition and Microsoft Office System, to one grade (or class of 300 students) and their instructors. A primary goal of the project was to address student learning challenges through technology. With the new tools, the school proposed three
objectives: (a) to create a rich learning environment for the students, (b) to improve collaboration between students and staff, and (c) to provide parents with a new way of getting involved in their children’s education.

How would you propose to evaluate this program? In your discussion, address the following components:

a. What information pertinent to each objective would be collected to determine how well each objective was achieved?

b. Who are the stakeholders?

c. How would unanticipated side effects be addressed?

4. Respond to two (2) of the three (3) below:

a. Define formative and summative program evaluations, distinguishing between the two evaluation modes and the personnel who may be involved. How do these differences affect discussions and negotiations with program staff and other stakeholders in the planning and execution of an evaluation?

b. Program evaluators must assume the task of assisting decision making seriously. This requires that evaluators revisit the purpose of evaluations, values that must be considered, and the nature of the decision maker’s needs. As a program evaluator, how would you incorporate these issues into your design approach and methodology?

c. Planning, as a purposeful activity, is sometimes confused with research or evaluation activities. While both planning and research are important activities and leadership assets, they can differ in many ways. Discuss the possible differences between planning and research. How can research strategies actually impede planning?

5. Respond to both questions:

a. Discuss the advantages/disadvantages and challenges/assets of internal vs external program evaluators.

b. Distinguish between formative and summative program evaluations. How do these differences shape negotiations with program staff and other stakeholders in the planning of an evaluation?

6. Respond to two (2) of the three (3) below:

a. A central challenge and purpose of program evaluation is to assist the decision-making process. This theme and its implications are often neglected by evaluators. As a program evaluator, describe how you would determine a course of action that would address this theme. Be specific and use examples as necessary.
b. Discuss the advantages, disadvantages, problems, and assets of internal and external program evaluators. What common questions should they both address?

c. **Planning**, as a purposeful activity, is sometimes confused with research or evaluation activities. While both planning and research are important activities and leadership assets, they can differ in many ways. Discuss the possible differences between planning and research. How can research strategies actually impede planning?

7. Respond to both questions, include examples.
   a. Discuss the advantages/ assets, as well as disadvantages/problems, of internal versus external program evaluators.
   
   b. Often researchers elect to conduct studies in their own organizations. Identify two possible problems with such an investigation. What are some possible assets or gains from these studies?

8. Select either (a) or (b)
   a. With all their limitations, achievement tests are one of the most dependable sources of evaluative information for K-12 and post-secondary institutions regarding what students are learning and their academic progress. Given this premise, discuss the advantages and disadvantages of using these test scores as an indicator of program effectiveness.
   
   b. You have been directed by your superintendent (or college/university provost) to develop a faculty-administration communications plan for your institution (select elementary, middle, secondary, community college, etc.). The mandate results from a needs assessment that indicates poor lines of communication between the administration and faculty regarding policies, procedures, expectations, etc. Your final plan should be comprehensive, and embrace both present and contemplated needs. Use the concepts of systems theory and systems design to discuss how you will proceed with the development of this plan (i.e., how you are going to approach this task). Your discussion should include as much specificity as possible including process, who would be involved and how, design strategies, anticipated outcomes and timeline.

9. Respond to two (2) of the three (3) below:
   a. Define formative and summative program evaluations; be sure to distinguish between the two evaluation modes. How do these differences affect discussions and negotiations with program staff and other stakeholders in the planning of an evaluation?
   
   b. Discuss the advantages, disadvantages, problems, and assets of internal and external program evaluators. What common questions should they both address?
c. **Planning**, as a purposeful activity, is sometimes confused with **research** or **evaluation** activities. While both planning and research are important activities and leadership assets, they can differ in many ways. Discuss the possible differences between planning and research. How can research strategies actually impede planning?

10. A central purpose of evaluation is to generate information that can assist decision makers in rendering judgments and recommendations about a program, service, policy, or organizational unit. Stated another way, evaluation should assist decision makers in reaching valid and systematic judgments about a program, services, structure, progress, and outcomes (i.e., program merit and worth). Given the political realities of most evaluation efforts, it is clear that effective school leaders must carefully approach the evaluation process in order to realize legitimate outcomes. Your institution (or school district) is facing what has been termed a “leadership vacuum” or an insufficient number of acceptable/qualified individuals for leadership vacancies. Therefore, you have been directed by your president (or superintendent) to plan an evaluation of your institution’s human resource / management development (HRMD) assets and resources.

   a. Briefly describe the setting (short paragraph).

   b. Discuss how you would proceed with planning and implementing the evaluation? Who i.e., stakeholders) might be involved in the evaluation and why? What dysfunctional attitudes of the stakeholders should be addressed and why?

   c. What model of evaluation might be most appropriate and why (cite specific evaluation models from the literature in your rationale)? Include examples where appropriate (e.g., types of data collected and analytic procedures).

   d. How might the evaluation results be used?

11. Evaluation is essentially the collection and development of information that can assist leaders in making judgments and recommendations about a program, policy, or organizational unit. Given the realities of most evaluation efforts, it is clear that effective school leaders must carefully and logically approach the evaluation process in order to realize legitimate outcomes. Leaders must also, however, consider certain ethical issues. The American Evaluation Association, for example, has adopted five ethical principles related to systematic inquiry, competence, honesty and integrity, respect for people, and responsibility for general welfare. As an educational leader, it may be your responsibility to engage in research and evaluation about a program or service in your school, college, or general educational community.

Select an example of a program that you might evaluate. Describe, in brief, the program and its environment. Discuss how ethics in program evaluation and evaluation methodology may shape your approach and procedures.
12. A central purpose of evaluation is to generate information that can assist decision makers in rendering judgments and recommendations about a program, service, policy, or organizational unit. Stated another way, evaluation should assist decision makers in reaching valid and systematic judgments about a program, services, structure, progress, and outcomes (i.e., program merit and worth). Given the political realities of most evaluation efforts, it is clear that effective school leaders must carefully approach the evaluation process in order to realize legitimate outcomes.

Respond to either Question A or Question B.

a. Discuss the assets of having program evaluation as an integral component of any educational system. How can this (evaluation as an integral component) be advantageous to educational leaders in their efforts to fulfill the above definition of evaluation? Use an example (i.e., select some system such as a curricular program, counseling service, registration process, student orientation, athletics, etc). Be sure to address the political dimension of evaluation.

b. You have been directed by your president (or superintendent) to plan an evaluation of your institution’s information technology (IT) assets and resources for both instruction and management systems. Discuss how you would proceed with this planning activity. Who (i.e., stakeholders) might be involved in the planning and why? What dysfunctional attitudes of the stakeholders should be addressed and why? What models of evaluation might be most appropriate (cite specific evaluation models from the literature)? Include examples where appropriate.

Be certain to support your position and response with appropriate literature and authorities.

13. Please answer both parts of the question
   a. Discuss the relative merits and advantages (and disadvantages) of internal and external program evaluators. Include examples in your response.

b. Distinguish between formative and summative program evaluations. How do these differences affect evaluation outcomes as well as the planning of an evaluation? Include examples in your response.

14. Select two (2) of the following questions for response
   a. Discuss the advantages, disadvantages, problems, and assets of internal vs external program evaluators.
b. Distinguish between formative and summative program evaluations. How do these differences affect negotiations with program staff and other stakeholders in the planning of an evaluation?

c. Often researchers elect to conduct research in their own organizations. Identify two possible problems with such an investigation. What are some possible assets?

15. Evaluation is essentially the generation of information that can assist others in making judgments and recommendations about a program, service, policy, or organizational unit. Given the realities of most evaluation efforts, it is clear that effective school leaders must carefully approach the evaluation process in order to realize legitimate outcomes. Leaders must also, however, consider certain ethical issues. The American Evaluation Association, for example, has adopted five ethical principles related to systematic inquiry, competence, honesty and integrity, respect for people, and responsibility for general welfare.

As an educational leader, it may be your responsibility to engage in research and evaluation about a program or service in your school, college, or general educational community. Select an example of a program for which you may be an evaluator. Describe, in brief, the system, program, environment, etc. Discuss how ethics in program evaluation may shape the approach and procedure used in your evaluation.
EDA 7192 – Educational Leadership

1. Identify and discuss a current education issue. Discuss the issue in terms of leader-follower dynamics drawing from examples found in Animal Farm and The Prince. Conclude by describing what leadership behaviors you would utilize when addressing similar issues. Include follower behavior as part of your discussion.

2. One’s concept of leadership is directly related to one’s framework for understanding an organization. Examine this position from the cultural perspective of an organization and the strategic role of leadership. This can include both effective and misguided leadership behavior.
   a. Summarize and define the cultural framework of an educational organization (K-12/higher education).
   b. Develop the relationship between the cultural framework and the strategic role of leadership.
   c. Demonstrate the applicability of the cultural framework and strategic leadership to the substantive issues of improving schools (or colleges and universities)

3. Develop the basic ideas of leader-follower relationships that rely on the key concepts of power, authority and influence. Apply the concepts of power, authority and influence to improving institutional performance. Develop your case study with clear examples of leader-follower relationships.

4. Critiques of education might argue that “there are in reality few genuine leaders in education today. There are only managers working to survive the day-by-day operations in order to go along with a new bureaucratic system which fails to meet the needs of students.”

   Discuss the above quotation in terms of modern leadership styles and their influence in the educational setting. Compare and contrast such modern styles with that of a leader whose style has withstood the test of time. Include in your discussion leadership behavior which is necessary for redirecting the focus toward student needs.

5. Conflict can have a devastating impact upon the success of any organization, and leadership style can greatly influence the manner in which conflict is resolved.

   Identify one model for resolving organizational conflict. Compare and contrast the bureaucratic leadership style with human resource leadership style in terms of how each style is related to organizational conflict resolution. Include the subordinate behavior in your discussion.

6. Guilford, Payne, and others recognize that many low performing students are unable to relate new information to prior experiences. Such student lack of experience results in vast intellectual voids and student feelings of failure and school disconnectedness. Considering public education practices related to student testing, NCLB, or higher education entrance
requirements and expectations, compare and contrast various leader and follower behaviors [styles] related to low performing students. Provide leadership strategies for establishing a school culture and climate which target at-risk students and motivate personnel to better serve all students.

7. Select five leadership/motivation theories and compare and contrast each theory in terms of how each might improve personnel effectiveness, organizational climate, and overall organizational effectiveness.

8. Giving consideration to the No Child Left Behind Act (NCLB) and concomitant student performance expectations, compare and contrast various leader and follower behaviors [styles] as such behaviors relate to low performing students. Provide leadership strategies for establishing a school culture and climate which targets at-risk students and motivates personnel to better serve all students.

9. Compare and contrast three historical perspectives concerned with leadership with three contemporary views of leadership. Discuss how each perspective might contribute to improving organizational effectiveness. Include in your discussion moral leadership, shrewd and cunning leadership, and a philosophy that the end justifies the means.

10. During a time when accountability is the driving force in education, change is required for institutional growth. Leadership style can greatly influence the manner in which change is initiated. Identify three models for implementing change, and compare and contrast the bureaucratic leadership style with human resource leadership style as each style is related to the change process. Include in your discussion, resulting subordinate behavior.

11. Discuss the concept of leadership as it relates to educational institutions. Compare and contrast various leadership constructs and discuss how each relates to: (a) the culture of the organization and (b) the nature of the objectives (business-as-usual for the organization versus a period of reform).

Propose a program of leadership development for administrators with special attention to developing those leadership skills necessary for increasing accountability.

12. Summarize the theory of servant leadership. Identify the essential features of servant leadership and the relationship to the culture of organizations. Discuss the theory of servant leadership in terms of the leader-follower relationship. Include in your discussion the influence of power and authority upon relationships in organizations.
EDA 7195 – Politics, Governance, and Finance

1. Identify and discuss a major issue (i.e. achievement gap, community college degree programs, etc.) that is impacting your institution. Be certain to include a variety of viewpoints in your discussion. Formulate a point of view and identify the groups likely to influence the direction of the selected issue. Giving consideration to all of the identified views and groups, develop a strategy and process to promote that which is in the best interest of the institution’s major goals and objectives.

2. Identify a leading issue of today that you believe is most likely to develop into state or federal policy that will have a major impact on your educational organization.
   a. Identify and describe the issue.
   b. Provide a rationale for choosing the issue.
   c. Describe a theoretical or conceptual framework that could be used to conduct research or policy analysis on the issue.
   d. Discuss possible negative and positive effects on your organization of potential policy on this issue.
   e. Outline a strategy that you would recommend to your district superintendent or university president for influencing policy on this issue at the state or national levels (as appropriate).

3. The four main issues in the politics of education in the 1970s were the organization of educational governance, the distribution of power, the nature and management of conflict, and the outcomes and impact of educational policies.

   What is the leading issue of today that you believe is most likely to develop into state or federal policy that will have a major impact on your educational organization?
   a. Give your rationale for choosing the issue.
   b. Describe a theoretical or conceptual framework that could be used to analyze, or conduct research on, the issue.
   c. What interest groups make up the advocacy and opposition forces around this issue?
   d. Discuss possible negative and positive effects on your organization of potential policy on this issue.
   e. Outline a strategy that you would recommend to your district superintendent or university president for influencing policy on this issue at the state and national levels.

4. The values of liberty (choice), efficiency, equity and quality always have been reflected in United States educational policy in varying degrees since The Northwest Ordinance. Trace the major policies enacted and the policy shifts from 1944 (when the G I Bill was enacted) until the present and discuss the economic, demographic and ideological changes that have contributed to these shifts. Include references to relevant happenings, e.g., Brown v. Board of Education, Sputnik and the National Defense Education Act, PL 94-142, the Civil Rights Movement, Section 504 of the
Rehabilitation Act of 1973, the Elementary and Secondary Education Act (ESEA), the Community Education Movement, Title IX, Bilingual Education, the Individuals with Disabilities Education Act (IDEA), No Child Left Behind (NCLB), Higher Education Act (HEA), etc.

5. Some predict that state and federal governments must change the funding system for higher education in the coming years. Describe demographic trends that have been projected and explain their effect on sources of funding at the federal, state, and local levels. Explain how these trends might cause changes in funding for public higher education in Florida. Speculate on how the changes in funding that you have identified might shape the future of public higher education.

EDH 6065, History and Philosophy of American Higher Education

FOR SPECIALIZATION, PART 2 of Comprehensive Examinations, SECOND QUESTION

1. Discuss the development of the American State University. Include in your discussion notions of democratization; past and future trends, and the major contributions of this sector.
   - (Alternative form): Discuss the emergence of the State American University and its impact on the democratization of contemporary colleges and universities.

2. Discuss the historical development of cathedral church schools to universities. Include in your discussion notions such as teaching guilds, curriculum, a description of a typical day of a medieval student and the contribution of the medieval university to contemporary colleges and universities.

3. Describe the historical roots of Graduate Education.
   - (Alternative form): Describe the historical development of Graduate Education.

4. Describe the historical roots of the State University.

5. Describe the medieval university and how this institution became the root to the American university during colonial times.

6. Describe two of the present characteristics observable in the modern American university that pertain to the German, English, Scottish, or French heritage.

7. What major force (issue, event, leader, etc.) promotes or hinders the democratization process of contemporary American Higher Education? You cannot discuss the Morrill Acts or the State American University.
8. Discuss each of the following topics from a historical and philosophical perspective. Elaborate on the significance of each of these developments regarding the democratization of our colleges and universities and the status of these topics in American higher education today.
   a. The Morrill Acts of 1862 and 1890.
   b. _________________ (a topic of your choice)

9. Discuss the historical development of medieval universities to present day American colleges. Include in your discussion notions such as curriculum, a description of a typical day of a medieval student and the legacies from France, Germany, Scotland, and England. The focus of this question is the way(s) in which our contemporary colleges and universities are reminiscent of the medieval European universities.

10. Describe the historical roots of the land-grant movement.

11. Describe the historical roots of the state university.

12. If this midterm represented the end of this course, which two notions, ideas, concepts, and/or facts would you consider important to remember? Discuss, argue, support, and explain your answer.

BEWARE

Students in the VOLUSIA COHORT should ADD QUESTIONS ON THESE OTHER CLASSES WHICH MAY HAVE BEEN SUBSTITUTED for courses in THE REGULAR CORE:

-ENDURING ENIGMAS by Cintron

-RETENTION by Cintron

-ORG AND ADM by Cintron

-HISTORY (FOR SPECIALIZATION, PART 2, SECOND QUESTION) by Cintron