Proposal for an Upper Division Cluster Course

Name of Faculty Member: William D. Greenfield, Jr.

Title of Proposed Course: Moral Leadership in Schools

When will this course be offered?: Winter 2000

Name of Cluster/Cluster Coordinator: Leadership for Change

A. Course Description:

This course examines the challenges and implications of leadership in public schools. The ethics of care, justice, and critique are explored as guides to developing and sustaining a moral school community. Examples of formal and informal leadership by administrators, teachers, students, and parents provide cases for study. The culturally nested character of social and task groups within the school, and of schools within communities and the larger society, are examined in terms of their implications for moral school leadership. Constructivist assumptions inform the approach to leading taken in this course.

B. Course Development:

A course currently exists entitled Educational Leadership. This is a graduate course intended primarily for master’s and doctoral students in education. The proposed course will differ substantially from the Educational Leadership course. The proposed course is, in effect, a new course. The proposed course outline will be modified as it is further developed and refined.

C. General Education Goals:

The goals of the General Education program and the cluster "Leadership for Change" are described below in reference to the proposed course.

Inquiry and Critical Thinking

A basic strategy of the course is to encourage critical thinking through inquiry processes that involve students in actively searching for and discussing the special challenges of leading in schools. Through a combination of reading, class discussion, lecture, and group field projects students will continue to develop and refine the critical thinking and inquiry skills developed in earlier phases of their general education experience. An important goal of the course is to enable
students to explore the culture of public schools through a consideration of modern and emergent perspectives on leadership and change processes (the school improvement reform initiatives in Oregon, for example) shaping one's work as an educator, to compare notes, observations, and insights with their peers, and to actively engage current teachers and school administrators in an analysis and discussion of these and other matters. The insights gained in this course are expected to contribute to developing students' capacities for life-long inquiry and learning.

Communication

Not only will students further develop their communication skills through the usual forms of oral, written, electronic, and visual communication in completing class assignments, but they will as well have opportunities to practice and develop those skills by collaborating with peers in field projects, class presentations, and through interactions with "informants" in schools in the metropolitan area. Individual as well as intra- and intergroup communication skills will be developed and enhanced through this course.

Human Experience

While there are common challenges and patterns associated with leadership across group, organizational, and community contexts, it also is true that the leadership experiences of individuals vary according to differences of situational context, and gender, race, class, and culture. An important aspect of leadership in schools is that schools have a moral purpose given their intended function of socializing children and preparing them for the joys and the responsibilities of adulthood and citizenship in a democratic society. An important goal of the course is to heighten students' awareness of the moral, social, emotional, and psychological challenges of leadership processes for participants and their development as persons. A fundamental goal of the course is to develop within students an appreciation of the increasingly significant role leadership can play in developing community, shaping social policies, and in providing a service that directly affects the immediate as well as long-term quality of others' lives. Schools can be wonderful developmental experiences for all involved; too often, however, they fail to meet this challenge.

Ethics and Social Responsibility

Knowledge is power, and members of the education profession have a special social and ethical responsibility to assure that the power they have, by virtue of their special expertise and the moral purpose they serve, is not abused. Critical examination of the ethical responsibilities of school leaders to children, teachers, and the community will lead students to a consideration of the relations among knowledge, power, and truth, and of their responsibilities to respect the public interest, to serve, and to learn throughout their adult lives. A major goal of the course is to heighten students' awareness of the importance of the ethics of care, justice, and critique to the committed and morally responsible school leader, and of their centrality to the legitimacy of the profession itself.
D. Course Outline:

Week 1  Introduction
        Course expectations
        What are the goals of public schools?
        What are the implications of these goals for leadership in schools?

Week 2  Moral Leadership
        The ethic of critique.
        The ethic of justice.
        The ethic of care.

Week 3  Critical Leadership in Schools

Week 4  Leadership and School Governance

Week 5  Caring as an Ethical Guide for School Leaders

Week 6  Leadership Challenges of Changing Community Demographics

Week 7  The Culture of Schools and the Problem of Change

Week 8  Oregon Educational Reform Implications

Week 9  (Re)Connecting Schools with their Communities

Week 10 Building a Moral School Community
Cluster Course Proposal

Name of Faculty Instructor: Judith Sobel, Ph.D., MPH
Course Name: Community Health: Principles and Practices
Course Offered: Winter 2000

Description: This course will offer students hands-on experience in our community to work on health issues and concerns. Students will volunteer in the field with a local health agency or program. They will be expected to keep a journal detailing their experiences and their reflections. Weekly class discussions, group work and written reports will involve examining the notion and meaning of service and leadership in the health community.

Development: This course is currently being taught in the School of Community Health as PHE 446. It will be revised somewhat to be a better fit both for the cluster which is being proposed and the Healthy People /Healthy Places cluster in which it already exists. This course incorporates community health service field work. Students volunteer for designated community service. The revision mentioned above involves the course commitment to focus on the field experience in and out of class, and to examine the role of leadership and the commitment to service.

General Education Goals:

Human Experience: This course is experiential in scope. Students will be in the field in excess of 50 hours in a community health agency acquiring direct experience. Class discussions and journal writing will explore community health challenges and leadership roles.

Ethical Issues and Social Responsibility: Class discussions and written reports will examine the ethics of health care access in our community. The class will explore the dimensions of leadership in the private and public health sector. Social responsibility for health care and preventive services will be addressed. The class will consider the village perspective and examine group responsibility and community organization.

Communication: Students will be communicating on a regular basis with community health workers in the field. They will keep a detailed journal while in the field. Tasks, reflections, environmental issues and interactions will be recorded and examined. Weekly class discussions and small group activities will provide oral communication opportunities. Several written reports and a culminating presentation to the class will also be required.
Critical Inquiry: This course will examine the health issues that plague our community and students will assess the resources needed, in terms of dollars and manpower, in order to begin to deal with specific concerns. The students will focus directly on the issues that relate to their field work, for example sexually transmitted diseases, water quality, homelessness, teen pregnancy etc. Goals and objectives will be proposed to meet the needs identified.

Topical Course Outline:
Week
1) Introduction to Community Health and Field Work
2) Agency Assignments and Journal Keeping
3) Community Health Assessment- Student background reports
4) Structures, Resources, Organization
5) Individual and Group Responsibility for Health Care-Student reports
6) Leadership in the Health Community
7) Community Health Goals and Objectives- Student reports
8) Healthy Integrated Communities
9) Presentations
10) Presentations

Readings:
1) Dimensions of Community Health, Dean Miller and James Price 1998
4) Leadership Management According to Florence Nightingale, Beth Ulrich 1992
5) Leadership in Health Care and Human Service Organizations, Jay Einhorn
6) Contemporary Leadership Behavior: Selected Readings, Eleanor Hein (ed.) 1999