



B. Organizational Theories	4
1. Types of organizational systems	
2. External environments	
3. Organizational culture, climate, and communication	
4. Organizational power	
C. Leadership	5
1. Leadership definitions	
2. Gender differences in leadership definitions	
3. Visionary leaders	
4. Types of leadership	
a. Transformational leadership	
b. Situational leadership	
c. Servant leadership	
d. Transductive leadership	
5. Emotional Intelligence Theory (Goleman) implications	
D. Leader as Change Agent and Advocate	5
1. Expectations, assumptions, and beliefs about change	
2. Sources of organizational change	
3. Facilitation or inhibition of change	
4. Models of change and time	
5. Recognition of needs and plans for advocacy	
E. Organizational Climate	3
1. Types	
a. Stable	
b. Turbulent	
c. Stagnant	
d. Transitional	
e. Nurturing	
2. Effects of climate on work relationships	
F. Assessing and Evaluating Individual Needs	6
1. Learning modalities	
2. Stages of adult development	
3. Psychological types	
a. Dispositions	
b. Beliefs and values	
4. Receptive and expressive communication styles	
5. Motivation	
a. Personal	
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G. Assessing and Evaluating Program Needs	6
1. Strategies and tools	
2. Personnel and family involvement	
3. Community needs	
4. Solutions and action plans	
H. Ethics	3
1. Codes of conduct	
a. NAEYC Code of Ethical Conduct and Statement of Commitment	
b. Personal and professional	
2. Culturally responsive ethical practice	
I. School-Family and School-Community Collaborations	5
1. Relationships and interactions for cooperation	
a. Families	
b. Communities	
2. Ethic of care and respect for diverse value systems	
3. Measurement of success	
a. Barriers	
b. Supports	
c. Outcomes	
J. Personnel Asset Development	5
1. Mentoring and coaching	
a. Professional practice target outcomes	
b. Identification of professional practice needs	
2. Conflict resolution	
3. Self-evaluation, reflection, change	

**VII. Textbooks**

- Bloom, P.J. (2005). *Blueprint for action: Achieving center-based change through staff development, 2<sup>nd</sup> edition*. Lake Forest, IL: New Horizons. [Buy]
- Carter, M. and Curtis, D. (2010). *The visionary director: A handbook for dreaming, organizing, and improvising in your center, 2<sup>nd</sup> edition*. St. Paul, MN: Redleaf Press. [Rent]

**VIII. Basis for Student Evaluation**

Peer Discussions, Reviews, and Activities	30%
Assignments and Exams	50%
Professional Contribution	20%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

**IX. Academic Policy Statement**

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>.

**X. Student with Disabilities Statement**

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>.