

**PEPPERDINE UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION AND  
PSYCHOLOGY  
Draft Syllabus**

**COURSE NUMBER(s):** OMLT 667

**COURSE TITLE:** Leadership and Learning Technologies

**First and Last day of the semester:** First day May 3<sup>rd</sup>, last day July 22<sup>nd</sup>

**Face to Face MEETING TIME:** June 15 - June 18 in WLA

**Online MEETING TIME:** Wednesday evening conference calls via SKYPE and our dedicated Google website (<http://sites.google.com/site/omlt667summer/home>) at two times: 6:00pm and 8:30pm. Beginning 5/12 and ending 7/21.

**FACULTY INSTRUCTOR:** Susan Imholz, Ph.D.  
Office Hours: by appointment, email first  
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Email: [susan.imholz@pepperdine.edu](mailto:susan.imholz@pepperdine.edu)

**OMLT 667 COURSE DESCRIPTION:** This course focuses on concepts and strategies necessary to step into a leadership role in the integration and application of technology and learning. Topics include; strategic planning, leadership styles, institutional change process, and policy issues in learning technologies. The two main products that you will produce for this course are: a) a one-minute public service announcement (PSA) on a topic of your choice preferably in digital video, and b) you will write a grant for your organization, or for a project that will take you to the next step in your career. In this grant proposal, you will generate a technology plan that supports a vision for a new level of service, new project, or new resources for advancing your career and the mission of your organization.

**COURSE OBJECTIVES:** This capstone course aims to be the launching pad for how you are going to put the OMLT Program into action in your own life.

**COURSE REQUIREMENTS:** (see detailed description of course assignments below)

- Attendance in class
- Completion of assignments in a timely manner
- Complete of a grant proposal, and a one-minute multimedia public service announcement (PSA)

**REQUIRED TESTS & WEEKLY FORUMS**

Required Texts:

Bennis, W. and Biederman, P. (1997). *Organizing Genius: The Secrets of Creative Collaboration*. Perseus; Cambridge, MA.  
(entire book - please purchase)

Northouse, P. (2010). *Leadership Theory and Practice*. Sage Publications; Los Angeles, CA.  
(Introduction and Chapters 9 & 10, 15 - provided)

Zander, R. and Zander B. (2000). *The Art of Possibility*. Harvard Business School Press; Boston, MA. (Chapters 2, 3 – provided)

Fullan, M. (2007). *Leading in a Culture of Change*. Jossey Bass; San Francisco, CA. (Chapters 1, 2, 3, and 4 – provided)

-----Supplementary Reading Materials will be provided-----

### Course Assignments and Grading:

<b>Assignments</b>	
	All written assignments are to be completed (electronic documents please) and turned in on or prior to their due date. Assignments turned in late by one week will receive a letter grade reduction. Assignments turned in late over one week will not be accepted. There will be no exceptions.
<b>667</b>	<ol style="list-style-type: none"> <li>1. Active participation in online meetings and discussion with peers—being an unwaveringly positive force in the group is expected. (50% of grade)</li> <li>2. Draft submission of grant proposal for instructor feedback (Due <b>June 9<sup>th</sup></b>), and final submission of proposal (Due <b>July 22</b>). (25% of grade)</li> <li>3. One-minute Public service announcement about your organization (digital video, and well designed text brochure or promotional piece) previewed <b>June 30<sup>th</sup></b> (Due <b>July 22</b>). (25% of grade)</li> </ol>

<b>Weekly Forums</b>	
Week 1 05/06	<p>Read: <i>Leading in a Culture of Change</i>, by M. Fullan Chapters 1,2,3 and 4</p> <p>Log onto: <a href="http://sites.google.com/site/omlt667summer/home">http://sites.google.com/site/omlt667summer/home</a> by responding to my invitation to join the site. Go to your web page (Students section) and add your Skype contact info---Thank you!!</p> <p style="color: red;"><b>Writing Assignment Requested:</b> What is the best example of a learning organization that you've ever seen in action, and why? (write a 500 word response – post to week 1 page on <a href="http://sites.google.com/site/omlt667summer/home">http://sites.google.com/site/omlt667summer/home</a>)</p> <p>BY 5/19 PLEASE OBTAIN A COPY OF: <i>Organizing Genius: The Secrets of Creative Collaboration</i></p>
Week 2 05/12	<p>Read: <i>The Art of Possibility</i>, by Zander and Zander Chapters 2 &amp; 3; <i>Leadership Theory and Practice</i>, by P. Northouse Introduction</p> <p>Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)</p>
Week 3 05/19	<p>Read: <i>Leadership Theory and Practice</i>, by P. Northouse Chapters 9 and 10</p> <p style="color: red;"><b>Writing Assignment Requested:</b> What are some of the change issues you are facing in your work place? Write a 500 word problem statement that you can use as a starting point for a grant proposal (post to this page using your first and last name in the file name)</p>

	Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)
Week 4 05/26	Read: <i>Organizing Genius: The Secrets of Creative Collaboration</i> by Bennis/Biederman, pp. 1-87 (The End of the Great Man, Troupe Disney, A Computer with a Rebel Heart)  Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)
Week 5 06/02	Read: <i>Organizing Genius: The Secrets of Creative Collaboration</i> by Bennis/Biederman, pp. 87-171 (Selling a Place Called Hope, The Skunk Works)  Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)
Week 6 06/09	Read: <i>Project Management</i> by Shackelford Chapters 3, 4  Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)
Week 7 06/16	WLA Session Action Research Symposium
Week 8 06/23	Read: <i>Minds on Fire</i> , by J.S. Brown Article posted in the Class Materials section library on google web  Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)
Week 9 06/30	Discussion: Creating your own leadership agenda – the PSA Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)
Week 10 07/07	Discussion: Polishing your grant proposal document Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)
Week 11 07/14	Student Presentations of grant proposals and PSA promotion Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)
Week 12 07/21	Student Presentations of grant proposals and PSA promotion Wednesday evening Forum: 6pm, or 8:00pm (SKYPE and google web)

**ATTENDANCE: Mandatory for the time periods outlined above.**

<b>Grading</b>	95% - 100%	A
	90% - 94.9%	A-
	87% - 89.9%	B+
	83% - 86.9%	B
	80% - 82.9%	B-
	70% - 79.9%	C
	Below 70%	F

#### **MAINTAINING COPIES OF ASSIGNED COURSE WORK FOR PROGRAM**

**EVALUATION:** The Graduate School of Education and Psychology evaluates its programs on an ongoing basis. The data from such evaluations provide us with information to help improve the quality of the educational experience we provide our students. In addition, the data are used by our accrediting bodies, such as the Western Association of Schools and Colleges (WASC), California Council on Teacher Credentials, and the American Psychological Association (APA), to make decisions as to whether we can maintain our accredited status with these respective associations. To this end, we may archive copies of the papers, examinations, exercises, etc. that students complete as part of their required course work so that we can track if students appear to be meeting the objectives of the program in which they are enrolled. Names will be removed from the assignments we opt to archive for evaluation purposes. **If you prefer that your course work not be archived for evaluation purposes, please let me know immediately so that I can make such a notation in the files I keep for each student who enrolls in my courses.**

**CODE OF CONDUCT:** The Graduate School of Education and Psychology strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a collegial, respectful, and professional manner while participating in all activities associated with this course. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal standards, and to refrain from any fraudulent, dishonest, or harmful behaviors such as plagiarism, cheating, or harassment, which compromise the integrity of the academic standards of the university and/or impact the safety and security of fellow students, staff, and faculty. Failure to comply with appropriate standards of conduct may result in a grade of “F” in the course and dismissal from the program.

**RESPECTFUL DISCOURSE:** The Pepperdine University Graduate School of Education and Psychology values and respects the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status. Thus, it is critical that classroom discussions include *respectful* dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve.

**PLAGIARISM:** Plagiarism is commonly understood in the academic community to involve taking the ideas or words of another and passing them off as one’s own. When paraphrasing or quoting an author directly, one must credit the source appropriately. Plagiarism is not tolerated at the Graduate School of Education and Psychology.

**DISABILITY STATEMENT:** Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Malibu Campus, Tyler Campus Center 225, 310.506.6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information.