



**Course Title:** EDAD 5360 Leadership Theory<sup>1</sup>

**Location:** Trimble Hall 119

**Time:** 5:30pm- 8:40pm

**Instructor:** Ifeoma Amah, Ph.D.

**Email:** [iamah@uta.edu](mailto:iamah@uta.edu)

**Text:**

Northouse, P.G. (2015). *Introduction to leadership: Concepts and practice*. Third edition. Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-1452259666 paperback.

**(Required)** Beginning spring 2012, all students when they take EDAD 5389 are required to purchase Tk20 at <https://tk20web.uta.edu/campustoolshighered/start.do>. More about Tk20 is provided later in the syllabus. There is no Tk20 program assessment required in 5360.

**Course Description:** Leadership theories and the practice of leadership serve to focus this course designed to prompt self-awareness as a school leader.

**Course Goals:** The goals of this course are to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine the nature of leadership, the recognition of leadership traits, the development of leadership skills, the creation of a vision, of setting organizational tone, the communication with out-group members, the overcoming of obstacles, and the recognition of values and ethics in leadership. Then students will be asked to transfer the general information about leadership onto leadership within instructional settings.

**Student Learning Outcomes:**

- Students will gain through personal inventories (questionnaires) an awareness of their own leadership philosophies, traits, skills, and behaviors. Students will be required to refer to these questionnaires/inventories in their emerging platform paper, the course final assignment.
- Students will gain through observations an understanding of the fundamental ways leadership is practiced in instructional settings. They will learn to watch and learn from leaders in various settings. Students will be required to refer to these observations in their

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<sup>1</sup> Adapted from Dr. R. McClellan

- emerging leadership platform paper, the course final assignment.
- Students will be introduced to and reflect about scholarship that examines leadership in instructional settings through journal articles and chapter readings. Each of the articles is chosen because of their study of instructional leadership, fitting research for this class. Students will be required to refer to these readings in their emerging leadership platform paper, the course final assignment.
  - Students will examine how leadership is not a destination point or role but is a skill and art that is continuously emerging and developing (refining leadership platform). To do so, students will revise their internship leadership platforms, incorporating material from this course (questionnaires/inventories, observations, and readings).

**Educational Leadership Constituency Council 2011 Standards:** The following standards are addressed during the EDAD 5360 course:

**2011 National Standards:**

For students seeking principal certification, the course is intended to meet the standards set by the Educational Leadership Constituent Council for “building level education leaders.”

**ELCC Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

**ELCC Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

**ELCC Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

**ELCC Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

**ELCC Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a

school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**Overview of Modules:**

Module	Description
<b>Module 1: Sense of Self</b>  Chapters 1, 2, & 4	Module One, Chapters 1, 2, & 4 explores an overview of leadership theories and a study of leadership traits. Students will explore through the assignments within the module a better sense of their own beliefs about leadership and what they value in leadership practiced on their campus. Each of the module activities will be directed toward this exploration and completion of the learning outcomes.
<b>Module 2: Philosophy, Style, and Skill</b>  Chapter 5-6	Module Two, Chapters 5-6, will provide a discussion of leadership philosophy, style, and practice. Students will explore and be able to identify their own leadership philosophy, style, and skills. When completing the following activities, students should consider the ideas within an instructional leader context.
<b>Module 3: Vision and Tone</b>  Chapters 7-9	Module Three, Chapters 7-9, will prompt students to construct and consider how to share their education and leadership visions and how to construct a cultural tone that will be conducive with carrying out the vision. When completing the module activities, students should consider how instructional leaders construct and implement vision and culture.
<b>Module 4: Leadership Responses</b>  Chapters 10-12	Module Four, Chapters 10-12, directs students to consider how a leader works with others, overcomes obstacles, and sticks to principles/visions. As students complete activities for this module, they should consider how membership and barriers might surface while leading instructional change.
<b>Module 5: Final Paper</b>	In Module Five, students will work on their culminating project, a paper. Students will examine how leadership is not a destination point or role but is a skill, art, and practice that is continuously emerging and developing (a refining leadership platform). To do so, students will revise their internship leadership platforms, incorporating materials from this course (personal inventories, observations of leaders on their campuses, and

	discussion with classmates) and references to the course's scholarly journal articles as well as other the textbook and other readings.
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**Assignments and Point Values:**

<b>Title</b>	<b>Points Possible</b>
<b>Questionnaires</b>	<b>32 total points (8 for each Module 1-4)</b>
For each module, students will complete the personal inventories/questionnaires required for the assigned chapters and will write a report. The report must include the scores on each of the various inventories/questionnaires and a discussion of what was learned from the assignment.	For each module: <b>0-1 points</b> for no reporting of scores or no discussion of learnings <b>2-5 points</b> for reporting of scores and a brief discussion of learnings <b>6-8 points</b> for reporting of scores and a comprehensive discussion of learnings
<b>Observations – Observing Leadership in Others</b>	<b>20 total points (5 points for each Module 1-4)</b>
Students will complete an observation activity found at the end of designated chapters: <ul style="list-style-type: none"> <li>• Module 1. Observation 1.3</li> <li>• Module 2. Observation 6.3</li> <li>• Module 3. Observation 7.3</li> <li>• Module 4. Observation 12.3</li> </ul> <p>To complete each assignment, students must report on the observation activity by discussing the process used to complete the observation and on what was learned from the observations. The observations do not have to be “direct observations” but may be “recalled observations” from past experiences. However, the intent of the assignment is to give students opportunities to think about and/or develop observational skills and to discuss how specific behaviors reflect leadership abilities.</p>	For each module: <b>0 points</b> for no document submitted <b>3 points</b> for partial completion of assignment <b>5 points</b> for full completion of assignment.
<b>Discussions – Considering scholarly and personal views about leadership.</b>	<b>40 total points (10 for each Module 1-4)</b>
Students will read the assigned research article from <i>Educational Administrative Quarterly</i> and respond to the discussion prompts for each module. In each of the module discussions (and/or replies), students should cite at least one comment from the research article. Be sure to use quotation marks and the proper citation for where the quote can be found, e.g. (Leithwood & Jantze, 2008, p. 34).	<b>0 points</b> for no response and no replies <b>1-2 points</b> for only replying to other classmates' postings. <b>3-6 points</b> for preparing a brief response to the discussion prompt (or not including a quote with proper citation in the response) and replying in general to at least two other classmates' postings. <b>7-10 points</b> for preparing a well-thought out response that includes at least one quote with

	proper citation and replying with some specificity to at least two other classmates' postings. (Two point deduction for only replying to one classmate's posting and four point deduction for not replying to any classmates' postings)
<b>Final Assignment</b>	<b>30 points</b>
Students will write a 5-10 page paper examining how leadership is not a destination point or role but is a skill, art, and practice that is continuously emerging and developing. The paper will include references to lessons learned from the self-awareness activities/assignments, observation activities/assignments, and from the discussion activities/assignments. The paper must be formatted in the 6 <sup>th</sup> edition of APA and should reflect graduate-level writing and thinking.	<b>6 points</b> for self-awareness aspect of paper <b>6 points</b> for observation aspect of paper <b>6 points</b> for readings/discussion aspect of paper <b>6 points</b> for writing (grammar, spelling, etc.) and logical development of paper <b>6 points</b> for APA correct format
<b>Total Points Possible</b>	<b>122 points</b>

**Grading Scale:**

110 to 122 points = A

98 to 109 points = B

86 to 97 points = C

74 to 85 points = D

0 to 73 points = F

**Course Policies:**

You should complete all readings, assessments, assignments, and discussion postings/replies by the due dates. All due dates are listed in the course schedule. Late work and work that must be revised to meet the acceptable criteria will receive no more than a maximum of 80% of the total points allowed for that assignment.

You are responsible for your technology/Internet working to ensure work is completed by deadlines. Be aware that Sunday afternoon/evenings can be high volume internet / Blackboard usage periods.

**Tutoring Service Alert:**

It has come to our attention that students are receiving information about a tutoring service, which does not conform to the policies of the University of Texas Arlington (UTA). We caution you with a "buyer beware" alert. Please be mindful of any person or tutoring service that states they will 'complete' your assignment or test. Allowing them to do so is against all University policies and is considered Academic Dishonesty, which could result in being dismissed from the program. You should never contact any outside sources like this, but rather contact UTA directly if you are needing help with tutoring.

**Course Schedule:**

<b>Module</b>	<b>Activity One</b>	<b>Activity Two</b>	<b>Activity Three</b>
<b>Module 1:</b> Sense of Self  All due by <b>Sunday June 21, 2015</b> no later than <b>11:59pm</b>	Questionnaire activity Chapters 1, 2, &4	Observation assignment 1.3	Chapters 1, 2, and 4 and Journal Article on Self-Efficacy readings, discussion prompt responses, and replies.
<b>Module 2:</b> Philosophy, Style, and Skill  All due by <b>Sunday July 5, 2015</b> no later than <b>11:59pm</b>	Questionnaire activity Chapters 5-6	Observation assignment 6.3	Chapters 5-6 and Journal Article on Instructional and Transformational Leadership readings, discussion prompt responses, and replies.
<b>Module 3:</b> Vision and Tone  All due by <b>Sunday July 19, 2015</b> no later than <b>11:59pm</b>	Questionnaire activity Chapters 7-9	Observation assignment 7.3	Chapters 7-9 and Journal article on School Justice Eldership readings, discussion prompt responses, and replies.
<b>Module 4:</b> Leadership Responses  All due by <b>Sunday August 2, 2015</b> no later than <b>11:59pm</b>	Questionnaire activity Chapters 10-12	Observation assignment 12.3	Chapters 10-12 and Journal article on Principal-Teacher Interactions readings, discussion prompt responses, and replies.
<b>Module 5:</b> Final  Due by <b>Sunday</b>	Final paper.		



<b>August 16, 2015</b> no later than <b>11:59pm</b>	
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### **Academic Integrity**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2).

### **Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

### **The Writing Center**

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT Arlington. The Writing Center's hours are 9:00 a.m. to 8:15 p.m. on Monday through Thursday; 9:00 a.m. to 3:00 p.m. on Friday; and Noon to 5:15 p.m. on Saturday and Sunday. You may schedule appointments online by following directions available at <http://www.uta.edu/owl/Online%20Appointments.html>, by calling (817) 272-2601, or by visiting the Writing Center. If you arrive at the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

### **Student Support Services Available**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning

assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

### **Drop Policy**

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines established by the University.

**More About Tk20:** The College of Education and Health Professions has implemented Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The data management system is called TK20 HigherEd.

The following is a partial listing of what the Tk20 system will enable you to do:

- Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual's current and potential performance.
- Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

To purchase Tk20, go to <https://tk20web.uta.edu/campustoolshighered/start.do>. On the bottom left hand side of the screen, click on "Click here to purchase or register your student account."

On-line tutorials and training materials for the Tk20 system are available at <http://www.uta.edu/coehp/tk20>.

### **Professional Dispositions:**

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

### **College of Education and Health Professions Conceptual Framework:**

The conceptual framework of the UT Arlington College of Education and Health Professions was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of



the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are *Partners for the Future*, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:



- The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal-the development of informed and responsible *Partners for the Future* - who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.