EDAD 5360: Leadership Theory  
Summer 2016

Instructor Information
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Course Information
Section Information: EDAD 5360.001
Course Time and Location: Trimble Hall 119, Tuesday, 5:30-8:20 p.m.

Description of Course Content
Leadership theories and the practice of leadership serve to focus this course designed to prompt self-awareness as a school leader. The goal of this course is 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 include an examination of the nature of leadership, recognition of leadership traits, development of leadership skills, creation of a vision, setting organizational tone, communication with out-group members, overcoming obstacles, and the recognition of values and ethics in leadership.

Student Learning Outcomes
Students are expected to master the following learning outcomes:
1. Students will analyze and differentiate between leadership theories, as evidenced by the presentation and composition of leadership article presentations and papers that include the discussion, analysis, and comparison of leadership theories.
2. Students will examine and differentiate between various leadership styles, as evidenced by presentations that include discussions and analyses of organizational leaders’ styles.
3. Students will synthesize their leadership beliefs and reflect on their leadership style, as evidenced by the presentations of leaders in the news and the leadership platform.
4. Students will examine the differences between perceived and actual organizational structures, as evidenced by the creation of organizational flowcharts.

Targeted National Standards
Educational Leadership Program Standards: 2011 ELCC Building Level

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.

Textbooks and Materials
Beyer, B. (2012, October 1). Blending constructs and concepts: Development of emerging
theories of organizational leadership and their relationship to leadership practices for
social justice. Retrieved from the Connexions Web site:
http://cnx.org/content/m44971/1.4/


**Major Assignments**

**Leadership style inventory.** Before the second class meeting go to the web site http://psychology.about.com/library/quiz/bl-leadershipquiz.htm. Complete the questions about leadership style. We will discuss the items in class. This will be for discussion only.

**Leadership article presentations and paper (100 points; 30% of grade).** Locate, read, and bring to class one peer-reviewed and one non-peer-reviewed article pertaining to leadership style(s). Your articles should represent at least two different styles. Come to class prepared to share each article within a three-minute timeframe.

Compose a two-page paper (plus references and cover page) in which you discuss and compare and contrast the leadership styles. Please do not summarize the articles. Use APA style.

**Leadership article presentations and paper (100 points; 30% of grade).** Locate, read, and bring to class one peer-reviewed and one non-peer-reviewed article pertaining to leadership style(s). Your articles should represent at least two different styles. Come to class prepared to share each article within a three-minute timeframe.

**Leaders in the news presentations (100 points; 10% of grade).** Select two articles about people in the news who represent your field (for example, superintendents, university presidents, principals, deans). Consider the leadership style each person exhibits. Come to class prepared to share about the person, the leadership style he or she exhibits, why you believe the person exhibits that style, and how your style is similar to or different from the person’s (four-minute timeframe). Base your views on course and outside readings.

**Leadership structure (100 points; 20% of grade).** Think about your organization. Create a typed flowchart of the perceived leadership structure(s) within your organization that includes at least 20 roles. Obtain and submit the published flow chart from your organization. Compare and contrast published versus perceived structures. Share where you fit into the leadership structure (and, if different, where you want to fit). Come to class with the two distinct structures, prepared to share.

**Leadership platform (100 points; 40% of grade).** Develop a leadership beliefs platform, referencing textbooks, outside readings, class discussions, and presentations. Your platform should reflect your thoughtfulness, knowledge, and ability to incorporate theory and practice. The platform should be representative of graduate-level writing and thinking.

Reflect on how leadership affects recruitment, hiring, induction, staff development, retention, evaluation, and supervision. Summarize with a section that includes your future leadership goals. The platform should be 6-8 pages in length (not including title page and references). Use Times New Roman font, 12-point type, 1-inch margins, and APA style.

**Attendance**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance,
which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance and deduct 5 points from the final grade for every class session missed or partially missed after one missed or partially missed class session.

**Grading**
Cheating or plagiarism will result in a zero on the assignment or other consequences described in university policy. Late work may be submitted with permission of the instructor. If late work is accepted, the grade is subject to penalty. The following is a guide:
- A = 90-100% of points
- B = 80-89% of points
- C = 70-79% of points
- D = 60-69% of points
- F = 59% or less of points

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Leadership article presentations and paper.** There are 100 points possible, comprising 30% of the final course grade. Student may earn up to 50 points for the presentations (combined) and up to 50 points for the paper. Submissions should exhibit graduate-level writing ability; APA style should be utilized.

**Leaders in the news presentations.** There are 100 points possible, comprising 10% of the final course grade. Students may earn up to 50 points for the first presentation and up to 50 points for the second presentation.

**Leadership structure.** There are 100 points possible for the combined presentation and submitted flowcharts, comprising 20% of the final course grade.

**Leadership platform.** There are 100 points possible for the leadership platform, comprising 40% of the final course grade. Submissions should exhibit graduate-level writing ability; APA style should be utilized.

**Instructional Approach**
Come to class ready to participate and discuss. Be collaborative and prepared. Please be present and speak up. We will work to expand our knowledge and explain why we believe the way we do. Submit work on time in order to receive feedback that will assist with future assignments.

To accommodate coursework and assignments preparation, we may not meet as a class every week. If at any time this feels detrimental to your education, we can change the schedule. If university events occur that may enhance the coursework, I will encourage you to attend.

**Note**
You will need UTA Blackboard and email access. Check the Blackboard course and your UTA email regularly (at least once each day).
**Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://www.uta.edu/aa/fao/](http://www.uta.edu/aa/fao/)).

**Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the **Americans with Disabilities Act (ADA).** All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity**

Students enrolled in all UTA courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.
Student Support Services
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.
The English Writing Center
The English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8:15 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays, and noon to 5:15 p.m. Saturdays and Sundays. Students must register and can make appointments online at http://uta.mywconline.com. Face-to-face and online appointments for undergraduate students are scheduled for 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see www.uta.edu/owl for more information about services and guidelines.

Quick hits. A Writing Center consultant is available in the Writer's Studio, 413B, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays noon-3:45 p.m., Wednesdays noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to the Facebook page during these periods at www.facebook.com/WritingCenteratUTArlington. QH Consultants will not make corrections, but will point clients to the answers.

Workshops. The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at www.uta.edu/owl.

Classroom visits. Faculty can request 20 minute classroom visits in which one of our consultants will explain Writing Center services and will show students how to register, make appointments, find information on workshops, and use our other online resources. Please register and complete an appointment form and include classroom, number of students, and any specific concerns in the additional information box.

Graduate students. Graduate tutors are designated with GRADS on our scheduler and are available only to graduate students in face-to-face appointments. Consultants will discuss further options for reading long material after an initial consultation. Graduate students can also make online appointments with non-GRAD consultants, but will not have access to further graduate options during these sessions.

Faculty services. Writing Center executive staff will work with faculty to develop supplemental support through course-specific workshops for graduate and undergraduate students. The Writing Center also offers drafting, revising, editing and proofing services to faculty members. Specific guidelines for these services are available online at www.uta.edu/owl at the beginning of the semester.

Professional Dispositions
Each candidate in the College of Education 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.

University of Texas at Arlington College of Education Conceptual Framework

The conceptual framework of the UT Arlington College of Education 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, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise 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 Framework 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 contention 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 excel in job performance.
- 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 PK-20 students, curricula,
faculty, and other professionals. The additional 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 content delivery and 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.

**Course Schedule**

Week 1: Tuesday, June 7  
Blackboard Session (no face-to-face meeting)  
Topics: Introductions/Orientation to the Course

Week 2: Tuesday, June 14  
Topics: Understanding Leadership/Recognizing Your Traits  
Due: Bring Leadership Style Inventory results to class; read Northouse Chapters 1-2.

Week 3: Tuesday, June 21  
Topic: Engaging People’s Strengths/Understanding Philosophy and Styles  
Due: Submit Leadership Structure; read Northouse Chapters 3-4.

Week 4: Tuesday, June 28  
Topic: Attending to Tasks and Relationships; Developing Leadership Skills  
Due: Present First Leadership Article; read Northouse Chapters 5-6.

Week 5: Tuesday, July 5  
Topics: Creating a Vision; Setting the Tone/Emotional Intelligence  
Due: Present First Leaders in the News; read Northouse Chapter 7 and Nicely et al. article.

Week 6: Tuesday, July 12  
Topic: Establishing a Constructive Climate  
Due: Present Second Leadership Article; read Northouse Chapter 8.

Week 7: Tuesday, July 19  
Topic: Listening to Out-Group Members  
Due: Submit Leadership Article Paper; read Northouse Chapter 9.
Week 8: July 26
Topic: Handling Conflict
Due: Read Northouse Chapter 10.

Week 9: Tuesday, August 2
Topics: Ethics in Leadership/Concepts and Constructs of Leadership
Due: Present Second Leaders in the News; read Northouse Chapter 11 and Beyer article.

Week 10: Tuesday, August 9
Topic: Overcoming Obstacles
Due: Submit Leadership platform; read Chapter 12.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Casey Graham Brown

**Emergency Phone Numbers**
In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.
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In the event of an emergency during class time, who should be contacted?

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<th>Name</th>
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A few questions please…

Something that I’d like to happen in this class…

Something that I hope does not happen in this class…

Something that I really appreciate is when the professor…

Also, I want to share…