EDAD 5360: Leadership Theory
Summer 2017

Instructor Information
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Office Hours: By appointment
Faculty Profile: https://www.uta.edu/mentis/public/#profile/profile/view/id/12579

Course Information
Section Information: EDAD 5360.01
Course Time and Location: Online

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 gain through personal inventories 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.
2. 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 emerging leadership platform paper, the course final assignment.
3. 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 its 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.
4. 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).
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.

LCC 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.

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

The following Texas Principal Standards are emphasized in this course:

(b) School Culture. The principal: (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals; (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision; (9) develops and uses effective conflict-management and consensus-building skills; (13) ensures that parents and other members of the community are an integral part of the campus culture

(c) Leading Learning. The principal: (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff

(e) Executive Leadership. The principal: (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

(g) Ethics, Equity, and Diversity. The principal: (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and (10) treats all members of the community with respect and develops strong, positive relationships with them

Textbooks and Materials


All students, when they take EDAD 5389, are required to purchase Tk20 at https://tk20web.uta.edu/campustoolshighered/start.do. Online tutorials and training materials for the Tk20 system are available at http://www.uta.edu/coehp/tk20. There is no Tk20 key assessment required in 5360.

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. All due dates are in CST. Late work
Overview of Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
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| **Module 1:** Sense of Self  
Chapters 1-3 (Northouse, 2012) or Chapters 1, 2, & 4 (Northouse, 2015) | Module 1, Chapters 1-3 (Northouse, 2012) or Chapters 1, 2, & 4 (Northouse, 2015) explore 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. |
| **Module 2:** Philosophy, Style, and Skill  
Chapters 4-5 (Northouse, 2012) or Chapter 5-6 (Northouse, 2015) | Module 2, Chapters 4-5 (Northouse, 2012), or Chapters 5-6 (Northouse, 2015) 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 leadership context. |
| **Module 3:** Vision and Tone  
Chapters 6-8 (Northouse, 2012) or Chapters 7-9 (Northouse, 2015) | Module 3, Chapters 6-8 (Northouse, 2012), or Chapters 7-9 (Northouse, 2015), 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 conductive with carrying out the vision. When completing the module activities, students should consider how instructional leaders construct and implement vision and culture. |
| **Module 4:** Leadership Responses  
Chapters 9-11 (Northouse, 2012) or Chapters 10-12 (Northouse, 2015) | Module 4, Chapters 9-11 (Northouse, 2012) or Chapters 10-12 (Northouse, 2015), 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. |
<p>| <strong>Module 5:</strong> Final Paper | In Module 5, 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. |</p>
<table>
<thead>
<tr>
<th>Assignments and Point Values</th>
<th>Title</th>
<th>Points Possible</th>
</tr>
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<tbody>
<tr>
<td>Acknowledgements</td>
<td>Complete acknowledgement test by the second day of class.</td>
<td>0 points but required to pass the course</td>
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<tr>
<td>Questionnaires</td>
<td>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.</td>
<td>32 total points (8 for each Module 1-4)</td>
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<td>Observations–Observing Leadership in Others</td>
<td>Students will complete an observation activity found at the end of designated chapters: • Module 1. Observation 1.2 (Northouse, 2012) or Observation 1.3 (Northouse, 2015) • Module 2. Observation 5.2 (Northouse, 2012) or Observation 6.3 (Northouse, 2015) • Module 3. Observation 6.2 (Northouse, 2012) or Observation 7.3 (Northouse, 2015) • Module 4. Observation 10.2 (Northouse, 2012) or Observation 12.3 (Northouse, 2015)</td>
<td>20 total points (5 points for each Module 1-4)</td>
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<td>Discussions–Considering scholarly and personal views about leadership.</td>
<td>Students will respond to the discussion prompts for each module based on the module’s readings. In each of the module discussions (and/or replies), students will relate their responses to the assigned readings. Do not use direct (exact) citations, but be sure to note the proper citation for where the information you referenced can be found (e.g. Leithwood &amp; Jantze, 2013).</td>
<td>40 total points (10 for each module’s discussion boards, Module 1-4)</td>
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</table>
Post your initial discussion board response by Wednesday of each week; post at least one follow-up post by Thursday of each week. The “Introduce Yourself” discussion is required to pass the course, but it will not be assigned points. Complete it by the second day of class. Each initial response is expected to be at least 150-200 words in length. Each follow-up response is expected to be at least 100-150 words in length. Late discussion board posts will not be graded. Discussion boards will not open early.

<table>
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<tr>
<th>Final Assignment</th>
<th>30 points</th>
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<tr>
<td>Students will write a 6-8 page paper (not including cover page, abstract, and reference page) in which they examine 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 6th edition of APA and should reflect graduate-level writing and thinking.</td>
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| Total Points Possible | 122 points |

**Grading**

Cheating or plagiarism will result in a zero on the assignment or other consequences described in university policy. The following is a guide:

110 to 122 points = A  
98 to 109 points = B  
86 to 97 points = C  
73 to 85 points = D  
0 to 72 points = F

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.

**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 need help with tutoring.

**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 monitor course log-ins and discussion board participation and deduct 5 points from the final grade for every discussion board that is not completed.

**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/aaofao/](http://www.uta.edu/aaofao/)).

**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**

This is an online course, and thus no building emergency exit procedures are established.

**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](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](http://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](http://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](http://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](http://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 in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digressions, determination will be made by Committee on continuation or dismissal from the College of Education.

- approved by Teacher Education Council, 2.7.12

**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.

**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.

**Course Schedule**

<table>
<thead>
<tr>
<th>Module 1: Sense of Self</th>
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<tbody>
<tr>
<td>With the exception of the items with an asterisk, all due by Sunday, May 28, 2017, no later than 11:59 p.m.</td>
</tr>
<tr>
<td>Acknowledgements* by the second day of class.</td>
</tr>
<tr>
<td>Introduce Yourself discussion* by the second day of class</td>
</tr>
<tr>
<td>Readings</td>
</tr>
<tr>
<td>Questionnaires and analysis activity</td>
</tr>
<tr>
<td>Observation activity</td>
</tr>
<tr>
<td>Module 1 Discussion. <em>(Note: See additional information about discussion boards in other sections of this syllabus.)</em></td>
</tr>
</tbody>
</table>
Module 2: Philosophy, Style, and Skill

All due by Sunday, June 4, 2017, no later than 11:59 p.m.
Readings.
Questionnaires and analysis activity
View Leadership Styles Presentation
Listen to Palmer podcast
Complete discussions.

Module 3: Vision and Tone

All due by Sunday, June 11, 2017, no later than 11:59 p.m.
Readings
Questionnaires and analysis activity
Observation activity
View Climate and Culture presentation
View Forgiveness podcast
Complete discussion

Module 4: Leadership Responses

All due by Sunday, June 18, 2017, no later than 11:59 p.m.
Readings
Questionnaires and analysis activity
Observation activity
View Instructional Leadership presentation
View World Peace podcast
Complete discussion

Module 5: Final

Due by Sunday, June 25, 2017, no later than 11:59 p.m.
Final paper

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