1. Course Number: EDLD 8210
   Course Title: Educational Leadership: Theory and Practice
   Credit Hours: 3 semester hours
   Prerequisites: None
   Corequisites: None

2. Date Syllabus Prepared: August 2008


4. Course Description: Students will be able to identify and apply contemporary and classic theories of leadership.

5. Course Objectives: In meeting requirements for this course, the student will develop knowledge and demonstrate the application of the following:

   a) The use of trait theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
   b) The use of skills theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
   c) The use of style theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
   d) The use of situational theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
   e) The use of contingency theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
   f) The use of path-goal theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
   g) The use of Leader-Member Exchange Theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
   h) The use of transformational leadership theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
   i) The use of team leadership theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.
j) The use of psychodynamic theory as an analytic tool for identifying problems of practice in educational leadership and as a tool to assist in forming actionable solutions.

k) An understanding of how educational leaders influence equity issues as presented in literature on women in leadership, ethical leadership, leadership for school improvement, and leadership for social justice.

6. Course Content and Schedule:

Week I: Introduction and Course Overview
Activities and Assignments
  1. Readings: None

Week II:
Activities and Assignments
  2. Assignments: None due

Week III:
Activities and Assignments
  1. Readings: Northouse Chapter 2. Complete leadership inventory at the end of the chapter. Additional Readings TBA
  2. Assignments: None due

Week IV:
Activities and Assignments
  1. Read Northhouse Chapter 3. Complete the leadership inventory at the end of the chapter. Additional Readings TBA
  2. Assignment: Leadership Brief Due

Week V:
Activities and Assignments
  1. Read Northhouse Chapter 4. Complete the leadership inventory at the end of the chapter. Additional Readings TBA
  2. Assignments: None due

Week VI:
Activities and Assignments
  1. Read Northhouse Chapter 5. Complete the leadership inventory at the end of the chapter. Additional Readings TBA
  2. Assignments: None due

Week VII:
Activities and Assignments
1. Read Northouse Chapter 6. Complete the leadership inventory at the end of the chapter. Additional Readings TBA

Week VIII:
Activities and Assignments
1. Read Northouse Chapter 7. Complete the leadership inventory at the end of the chapter. Additional Readings TBA

Week IX:
Activities and Assignments
1. Read Northouse Chapter 8. Complete the leadership inventory at the end of the chapter. Additional Readings TBA
2. Assignment: Case Development and Analysis due

Week X:
Activities and Assignments
1. Read Northouse Chapter 9. Complete the leadership inventory at the end of the chapter. Additional Readings TBA

Week XI:
Activities and Assignments
1. Read Northouse Chapter 10. Complete the leadership inventory at the end of the chapter. Additional Readings TBA

Week XII:
Activities and Assignments
1. Read Northouse Chapter 11. Complete the leadership inventory at the end of the chapter. Additional Readings TBA

Week XIII:
Activities and Assignments
1. Read Northouse Chapter 12. Complete the leadership inventory at the end of the chapter. Additional Readings TBA

Week XIV:
Activities and Assignments
1. Read Northouse Chapter 13. Complete the leadership inventory at the end of the chapter. Additional Readings TBA

Week XV:
Activities and Assignments
1. Read Northouse Chapters 14. Complete the leadership inventory at the end of the chapter. Additional Readings TBA

Week XVI:
Activities and Assignments
1. Discussion
2. Leaders as Partners paper due
6. Course Requirements/Evaluation:

A. Leadership Brief: The purpose of this assignment is fourfold: First, it will allow you to investigate something that interests you and is relevant and important to your educational community. Second, it will allow you to begin synthesizing extant research literature on an aspect of educational leadership that interests you. Third, it will help you practice communicating research succinctly and clearly to a broad audience of interested and involved stakeholders. Fourth, it will give you a jumpstart on your final paper for this class. You will choose a topic which will be the topic for both your assignments in this class and your capstone action research project. Leadership Briefs are to conform to APA style and adhere to the following format:

<table>
<thead>
<tr>
<th>Page 1</th>
<th>Page 2</th>
<th>Page 3</th>
<th>Page 4</th>
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<tbody>
<tr>
<td><strong>Literature Review</strong></td>
<td><strong>The situation in Alabama, in your city and/or in your School and School District</strong></td>
<td><strong>Best practices</strong></td>
<td><strong>Additional Resources</strong></td>
</tr>
<tr>
<td>Frame as an (inter)national issue and identify specific concepts</td>
<td></td>
<td>Nationally, in Alabama, in your school and/or district</td>
<td></td>
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</tbody>
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Leadership Briefs are to be single-spaced, typed in 12 point Times New Roman font, and exactly four pages in length. Keep in mind that the audiences for these Leadership Briefs are members of your educational community. This includes, but is not necessarily limited to, teachers, administrators, students, parents, community business leaders, building staff, etc. The Leadership Brief is worth 30 points; you will be assessed for the quality of each page in terms of both substance and utility.

B. Case development and analysis: You will develop a “case” that relates to specific course concepts and explores an aspect of educational leadership that particularly interests them. Your case will include three parts: 1) A three to five page (12 point Times New Roman font, single-spaced) narrative; 2) A set of five critical questions posed to the reader that prompts them to think deeply about certain course concepts and one of the theories; and 3) Teaching Notes that detail relevant literature, theories and/or concepts that apply to the case. A case of exceptional quality will have a rich, detailed, and engaging narrative, include teaching notes that draw from class resources augmented with additional scholarly materials from peer-reviewed journals and other reputable sources, be free of grammatical errors, and adhere to APA style. Examples of cases written in this format may be obtained at www.ucea.org, where you can click on the “publications” link in the scrollbar and access the Journal of Cases in Educational Leadership (username: UCEA; password: qualityprep). The Case Development and Analysis assignment is worth
30 points; you will be assessed for the quality of the teaching notes and the richness of the narrative.

C. Leaders as partners paper: Research has consistently shown that when educators collaborate with others, they are challenged to stretch their thinking and practice and, in most instances, the quality of education provided is improved. The field of education has become increasingly complex, requiring new resources, new ideas, and new ways of engaging with others. When school practitioners, university educators, community members, business leaders, policy makers, and others work together, children and schools benefit through the transformational work that occurs. Given this orientation, students will write an in-depth research paper that investigates an aspect of educational leadership, paying specific attention to the importance of educational leaders together and with other stakeholders. This paper may focus on:

- Research on leadership-in-practice
- Analyzing a policy that influences leadership practice
- An essay that argues for the importance of some kind of leadership practice
- An essay that argues for the importance of a particular type of preparation program

Students may also propose an alternate form/orientation for this assignment.

The Leaders as Partners paper must include an abstract of approximately 150 words that clearly states the objectives of the presented work, its general results, and should indicate whether the manuscript's focus is more on theoretical or practical questions. The paper should be 4,000-6,000 words and must conform to APA Style. The Leaders as Partners Paper is worth 40 points; you will be assessed for the overall quality of the scholarship in this paper.

**Final Grade:** The instructor will use rubrics based on the above-listed requirements to evaluate all assignments. Each assignment will be explained in greater detail when posted. As noted above, assignments will be weighted as follows in final grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Leadership Brief</td>
<td>30</td>
</tr>
<tr>
<td>Case Development and Analysis</td>
<td>30</td>
</tr>
<tr>
<td>Leaders as Partners Paper</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**EVALUATION SCALE:**

- **A** 100-90 points
- **B** 89-80
- **C** 79-70
- **D** 69-60
- **F** 59-0
8. Class Policy Statements:

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses, as outlined in the Tiger Cub, will be allowed. Arrangements to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor in advance.

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

9. Justification for Graduate Credit

This three hour semester course provides master’s and doctorate level students of educational leadership the opportunity to gain theoretical leadership knowledge and apply to practical educational settings and situations. The course emphasizes knowledge, analysis, and applications that draw from multidisciplinary perspectives, including organizational analysis, psychology, anthropology, and
sociology. Course content is designed to facilitate individual and group understanding of concepts and to aid students in developing problem-solving skills.