AUBURN UNIVERSITY
SYLLABUS

Note: Doctoral students are required to complete two seminar courses (Educational Leadership I and Educational Leadership II) for a total of 6 credit hours. Both syllabi are provided.

1. **Course Number:** EDLD 8950  
   **Course Title:** Seminar: Educational Leadership I  
   **Credit Hours:** 3 semester hours  
   **Prerequisites:** Admission into AESG or ASCG doctoral program

2. **Date Syllabus Prepared:** March 20, 2008

3. **Texts/Major Resources:**  


4. **Course Description:**  
   Professional and social integration into the doctoral program; enhancement of professional knowledge through structured inquiry, professional dialogue, and reflective thinking.

5. **Course Objectives:**  
   Upon completion of this course, students will be able to:  
   - Identify the major elements of APA style  
   - Identify and use technological resources of the college and university  
   - Identify personal values and their personal vision  
   - Develop a plan for enhancing their personal vision  
   - Identify their professional values, goals, and vision  
   - Define and describe leadership in terms of style and purposes  
   - Demonstrate reflective capabilities relative to their professional vision  
   - Identify aspects of organizational community building  
   - Develop and implement strategies to develop the educational community of learners in educational leadership.  
   - Assist in the development of collaborative partnerships within the community of learners.  
   - Identify internal and external publics who are stakeholders in the educational contexts.  
   - Demonstrate the ability to work in collaborative teams to complete assigned tasks.
6. Course Content:

Course sessions include six full day meetings which span the 15 week semester.

**Orientation (Full day meeting)**
- Review of syllabus, requirements, expectations
- Library, technical, human, and research resources and support
- APA requirements and expectations
- Initiation of professional visioning process
- Frameworks for systems thinking

**Research and Portfolio Development (Full day meeting)**
- Doctoral research and documentation processes
- Writing and research style
- Advanced research techniques
- Research Dialogue

**Leadership in Practice (Full day meeting)**
- Definitions of leadership
- Leadership from multiple perspectives
- Establishing professional visions and goals
- Values, integrity, and practice

**Modeling Community and Professional Visioning (Full day meeting)**
- Collaboration and new models of organization
- Professional visioning and setting goals
- Reflection and dialogue as leadership processes

**Personal Visioning (Full Day Meeting)**
- Procedures and elements
- Development of plans
- Leadership and the visioning process

**Combining Professional and Personal Visions (Full Day Meeting)**
- Professional responsibilities/community of learner
- Portfolio requirements and doctoral responsibilities

7. Course Requirements/Evaluation

A. Class Participation (10 points)
   - Attend all seminar sessions, be prepared when coming to seminar, and actively engage in class discussions and activities (10 Points)

B. Reflective Journal (20 points)
   - Write meaningful weekly entries in a reflective journal (20 points) - Keep a reflective journal throughout this semester. Make an entry into the journal ONCE EACH WEEK. Focus the entry upon the following questions. Deal with each of these questions AT LEAST ONCE during the semester.
     - What are you learning about the ethical dilemmas you face in relation to your personal values?
     - What is hindering and what is facilitating your personal and professional development? What can you do to overcome the barriers which are negatively impacting your growth? What would you do if you were the leader of your organization to help remove these barriers?
     - What are the central values your organization espouses? Which of these are actualized? Which are not? Which are counteractualized? Why?
• Who are the primary internal stakeholders in your organization? What is their relationship to the organizational and how are they dealt with? Describe how you would function as their leader.
• Who are the primary external stakeholders in your organization? Describe how you would deal with them as leader of the organization.
• Create a mental model of your organization as it exists. Create a mental model of your organization as you would like it to exist.

C. Building/Participating in Learning Community (20 points)
Participate and initiate social activities to create personal bond that include
• Professional activities to stimulate growth and development
• Outreach to bring our fellow educators into the community
• Educational activities to support the professional development of members of the community

D. Personal and professional visioning plan and paper (30 points)
Continuously reflect, develop and revise your personal vision. Develop your professional vision around Snyder’s personal visioning model. Develop the plan around your responses to the following questions:
• What are your personal core values?
• How do you want to be perceived by others?
• What is your professional/personal mission/purpose?
• How do you want to work with and treat co-workers and other stakeholders?
• What are the primary ethical dilemmas you face or believe you will face as a professional as they relate back to your core values?
• Develop a mental model of your personal and professional vision

E. Presentation (20 points)
Select, read, and summarize key points from a book on one of four topics: (1) leadership styles (2) leadership and power, (3) transformational leadership, or (4) communication skills for leaders. Make an informal presentation to seminar participants.

F. Portfolio
Doctoral students are expected to build a personal portfolio during the two semesters of seminar. All accumulated work, projects, class activities, reflections, and readings are to be kept in this portfolio. **Points are not awarded for the portfolio but are awarded as stated for individual course requirements.** The portfolio is a doctoral student responsibility.

**Grading**
The final grade for the course will be based on the point scale listed in the course requirements. Students receiving a D or F will be dropped from seminar classes for the remaining semesters and will have to begin the program with the next cohort group. Alternatively, they may be dropped from the program. Grades for the EDLD seminar will be A-F. To receive a passing grade of C or above students MUST BE PRESENT FOR THE ENTIRE PERIOD AND FOR ALL SESSIONS.
The final grade will be based on the following point scale:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Reflective journal</td>
<td>20</td>
</tr>
<tr>
<td>Community of learners activities</td>
<td>20</td>
</tr>
<tr>
<td>Personal/professional plan and paper</td>
<td>30</td>
</tr>
<tr>
<td>Book review and presentation</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Point system for grade:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 69-60
- F = Below 60 Points

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. Arrangement 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 accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

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**

The two 3-hour semester seminars provide doctoral students with the opportunity to work in collaborative teams across all leadership disciplines, thus modeling the concepts they are learning in transformative curriculum leadership development. They also gain opportunities to learn from leaders in a variety of fields and engage in intensive leadership and research activities. These seminar courses are taken in conjunction with other classes and build upon concepts inherent in our goals, permitting students to analyze, synthesize, and apply these concepts.
1. **Course Number:** EDLD 8950  
   **Course Title**  
   Seminar: Educational Leadership II  
   **Credit Hours:** 3 Semester hours  
   **Prerequisites:** Admission into AESG or ASCG doctoral program

2. **Date Syllabus Prepared:** March 20, 2008

3. **Texts/Major Resources:**  

4. **Course Description:**  
   Professional and social integration into the doctoral program; enhancement of professional knowledge through structured inquiry, professional dialogue, and reflective thinking.

5. **Course Objectives:**  
   Upon completion of this course, students will be able to:  
   1. Develop a comprehensive mentorship development plan.  
   2. Identify the major concepts associated with the mentoring relationship.  
   3. Apply collaborative team learning processes to the development of the community of learners.  
   4. Identify criteria for selecting an appropriate mentor.  
   5. Demonstrate the ability to develop and reflect upon personal and professional goals and initiate procedures to improve and enhance them.  
   6. Demonstrate a comprehensive understanding of the context and systems in which leaders operate.  
   7. Demonstrate their ability to identify and analyze the environmental frames within organizational systems.  
   8. Demonstrate public relations skills to deal with internal and external publics.

6. **Course Content/Schedule:**  
   *Course sessions will include six full day meetings which span the 15 week semester.*
   **I. Systems Thinking (Full day session)**  
   Mentoring connections  
   Innovative approaches to mentoring  
   Learning organizations  
   Building a “Community of Learners”  
   Environmental frame-human
Mentoring and professional development plans

II. Team Building (Full Day Session)
- Role of mentorships in team building
- Team building competencies
- Applications and reflection

III. School/University Partnerships (Full Day Session)
- Concepts and issues
- Mentoring within organizational structures
- Communication skills and strategies

IV. Learning Organizations (Full Day Session)
- New patterns and relationships
- Characteristics
- Issues and trends
- Community building

V. Systems Analysis (Full Day Session)
- Environmental frame- Structure
- Systems, leadership and visions
- Personal and organizational values

VI. Internal and External Systems (Full Day Session)
- Environmental frame-politics and symbols
- Internal Publics
- External Publics
- Public relations strategies

7. Course Requirements/Evaluation

1. Attend all seminar sessions, be prepared when coming to seminar, and actively engage in class discussions and activities. Be prepared and actively participate. (10 Points)

2. Participate in the community of learners activities and the building of the community. (20 Points)
   a. Social activities to create personal bond
   b. Professional activities to stimulate growth and development
   c. Outreach to bring our fellow educators into the community
   d. Educational activities to support the professional development of members of the community

3. Complete the group exercises focused on developing a mentoring plan. Develop a professional mentoring plan using systems models as frameworks. The mentoring plan will be a cohort effort. It will be developed in class based on a synthesis of research findings. Each member will be expected to identify a mentor and complete the initial mentorship plan. We will begin work during session I and will continue. The final report is due during Session VI. (30 Points)
4. Make formal presentation concerning student’s individual efforts at creating the “community of learners” cohort. Students will be expected to give a formal presentation on their individual participation in all “community of learner” activities and how they have contributed to the process during the two semesters. (10 points)

5. Analyzing the environmental frames (30 Points. Due at each class session)
   For each session we will focus on one or two of the environmental frames. The week prior to each session, you should analyze and reflect upon that frame and respond using the following to guide your response.
   a. Describe at least two incidents or situations in which you clearly viewed one of the environmental frames being operationalized. Indicate what occurred and the environment in which it happened.
   b. Analyze the situation and describe your thoughts about it? Describe how it makes you feel.
   c. If you were the leader in that situation, what would you change? How and why would you change it? What would you leave alone or model? Why?
   d. Other significant ideas
   e. Describe the most important learning outcome for you which resulted from this experience.

**Grading**

The final grade for the course will be based on the point scale listed below. Students receiving a D or F will be dropped from seminar classes for the remaining semester and may be dropped from the program. Grades will be A-F as describes below. To receive a passing grade students MUST BE PRESENT FOR THE ENTIRE CLASS FOR ALL SESSIONS.

Point scale for grade:
- Class Participation ..................................................... 10 points
- Community of Learners Activities............................. 20 points
- Group Exercises/Mentoring Plan. ............................... 30 points
- Formal Presentation ................................................... 10 points
- Environmental Frames ............................................... 30 points

Total ..................................................100 points

A = 90-100 points
B = 89-80 points
C = 79-70 points
D = 69-60 points
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