

Philosophical and Theoretical Foundations of Leadership in Education
3 credits

EDL 810

Course Description

This interdisciplinary course provides a foundation for the development of personal and professional leadership style grounded in the evolution of leadership theory and reflective of the influence of social locations and identities. Through exposure to recognized leaders in education and other fields, students will postulate what leadership principles resonate with their area of work and study. Students will engage in interdisciplinary analyses of leadership theories and philosophies, and will examine the complex ethical and professional responsibilities within the professional and community relationships.

Prerequisite: Consent of Program Advisor

Course Structure

This course is designed for delivery through online instruction. Students are expected to prepare for class meetings, take part in class activities, contribute to discussions, and support other class members. The course will utilize interdisciplinary academic research, multimedia analyses, and experiential knowledge in the development of leadership praxis. Students will cultivate a critical lens through which to view leadership as comprised of values, relationships, and behaviors within institutional and social context. The online environment of the course will function as a learning community in which every member shares responsibility for the learning experience of the group.

Learning Outcomes

- Students will identify influence of social locations and identities— including but not limited to race, gender, socioeconomic status, gender, sexual identity, and language—on leadership development.
- Students will relate leadership theories, philosophies, and models to praxis.
- Students will recognize and articulate theories and models of collaboration that are responsible to and inclusive of stakeholders in decision-making processes.
- Students will apply these theories and models of collaboration in order to develop inclusive processes for the creation of organizational missions, visions and goals.
- Students will identify institutional structures, processes, and norms that cultivate positive collective work and experiences.
- Students will examine current sociopolitical and economic contexts and formulate proactive leadership behaviors within these contexts based on personal leadership strengths, philosophies, and responsibilities.

Course Requirements

1. Participation – 20%

Take part in all class activities. Contribute to discussions and activities in a way that enhances learning for all class members. You will be required to make postings to our D2L Discussion Board. Postings will focus on assigned readings/readings done on your own and how they relate to your past experiences and future endeavors as a leader. Some discussions will be open to the whole group while others will be structured as small group discussions in order to build smaller learning communities. Discussion topics will be provided with specific posting requirements noted for each discussion topic.

2. Organizational Analysis Assignment – 40%

Examine a school or other organization's stated mission, vision, and values and compare and contrast those with the overall organizational structure of the school/organization, the professional development activities provided by the school/organization, and the assessment tools (if present) to evaluate the school/organization. Assess the congruence between the practices observed and its mission, vision and values. It is appropriate to include interviews with leaders within the school/organization, as well as relevant stakeholders of the school/organization. Write a paper that reflects upon the analysis, including a description of exemplary practices and practices that could be improved or expanded to show a better fit between the stated mission, vision and values (theory) and actual observed practices.

3. Leadership Theory Final Project - 40%

Select one major contemporary issue that you view as significant to leaders in your field. Research and explain this issue and its significance, and analyze its impact on your field through the critical lens that we have developed over the length of the course. Utilize course theories, philosophies, and experiential knowledge to formulate possible responses to this contemporary issue and hypothesize what these responses would look like in the context of your future (or present) institution(s) and communit(ies). This project can be multimedia (video, Prezi, PowerPoint, etc.) or a traditional paper. The format is left to the discretion of the student and should be selected based on what is most appropriate to the contemporary issue under discussion.

General Criteria for Assessment

1. Construction of Knowledge: Students successfully interpret, analyze, evaluate, or synthesize information.

2. Depth of Understanding: Student understanding of course content is relatively complex and deep, and they demonstrate that understanding through elaborated communication.

3. Connection to Practice and Policy: Students successfully connect course content to educational practice and/or policy. They explore implications that create value and significance for knowledge.

4. Relevance to Community/Institution: Students recognize the importance of sociopolitical, economic, and cultural context in the application of theory and philosophy to real-world issues.

5. Clarity of Expression: Students demonstrate quality work through well-organized, grammatically correct, precise and accurate writing. They reflect thoughtfulness in word choice, sentence construction and composition.

Course Grading Scale

Letter Grade	Percentage Points
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
F	73 or below

Guidelines for Written Assignments

Advanced graduate academic work requires competence in written communication to express your ideas clearly and accurately. Therefore, it is expected that students will be able to articulate their positions, reasoning, and queries with clarity, accuracy, and precision in grammatical construction and language use. Students must demonstrate critical thinking in all of their written work. Further, it is imperative that doctoral students draw upon the work of other scholars and appropriately give credit to others through in-text citations.

Format Requirements for Papers

- Use APA (most recent edition) to format course papers.
- Use inclusive language (do not use masculine pronouns when referring to men and women).
- All papers should be double-spaced with 1-inch margins. Times New Roman font (12 point) is standard.
- Number the pages.
- Writing should be appropriately referenced, giving credit to others for their work by providing accurate citations.
- Where appropriate and possible, draw connections between course concepts/readings and specific examples/experiences. The capacity to relate theory with practice is an important component of the course.
- Writing must be grammatically correct and without spelling, punctuation, or typographical errors.
- Include a list of references at the end of the paper. This list should include all references cited in the paper, and only those cited in the paper.

Guidelines for Online Discussions

There are three very important rules for using online discussion boards:

1. Remember that the culture of mutual respect that is part of our face-to-face time extends into the virtual classroom environment.

2. Participation is required.
3. Participation alone is not enough. Posts require a thoughtful and meaningful approach. Quality does count. Also important is timing. If you wait until the end of the discussion window time, you are not engaging in the type of discussion required.

See “Guidelines and Rubrics for Online Discussions” (D2L Course Content) for further details.

Guidelines for Communication in a Respectful Learning Environment

- Listen receptively. Seek first to understand, then to be understood.
- Attend to the person who has the floor. No sidebar conversations, gestures, or extraneous activity while another person is talking.
- Communicate honestly. If you have a concern or if you are puzzled – explain how you are feeling and why.
- Disagree thoughtfully. Respectful questioning and disagreement is not wrong. Scholarly discourse involves and encourages exploration of different perspectives.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality are not acceptable.

Academic Integrity

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The System guidelines state: “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS 14.01, Wisconsin Administrative Code)

Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code. The System guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Discipline Code 2007-2008 and can be found on the Dean of Students website at www.uwosh.edu/dean/conduct.htm

Specific questions regarding the provisions of Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

Accessibility Statement

We would like to fully include persons with disabilities in this course. Please let us know if you need any special accommodations. Information will be kept confidential whenever possible. For questions regarding UW Oshkosh policy and available services for students with disabilities, please contact John Palmer, Coordinator of Services for Students with Disabilities in the Dean of Students Office in Dempsey Hall. palmerj@uwosh.edu or 424-3100.

The Writing Center

All UW Oshkosh students are eligible for one-on-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help writers work through assignments and gain additional writing skills. Trained peer consultants can assist writers at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They help writers with issues like grammar and mechanics by helping them identify their own patterns of error and learning how to avoid those errors. Check their website for more information about services. (<http://www.uwosh.edu/wcenter>) . The Writing

Center is located in Suite 102 of the Student Success Center, across from Reeve and Polk on Elmwood Ave.

Communication

Email. Your UW Oshkosh email account is used by the University and by your instructors to communicate University and course information. Please check your UW Oshkosh email frequently.

Weather Concerns. If you are unable to attend class due to hazardous conditions, please notify me via email prior to the scheduled class meeting. In the event that I cannot meet with the class, or most members of the class cannot attend, we will schedule an alternative discussion/learning activity using D2L. Please check your UW Oshkosh email prior to class if you have any questions about the class meeting. I will send an email notice to you no later than 3:30 p.m. if there is an alternative plan for that evening's session.

UW Oshkosh College of Education and Human Services

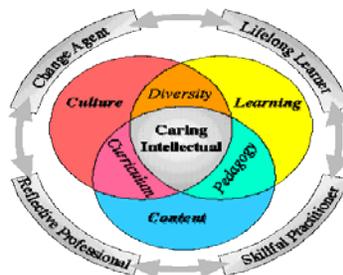
EdD in Superintendency

The **mission** of the EdD in Educational Leadership program leading to licensure as a District Administration is to develop educators to assume formal leadership roles in their organization.

The **goals** of the program are to develop the capacity to:

1. envision and guide organizational change;
2. communicate effectively, engage constituents, develop people and build community;
3. advocate equity for diverse populations, and respect individuals;
4. integrate theory, data, research and ethical standards into the context of one's practice through continuous learning.

The Educator as a Caring Intellectual



Program Dispositions

Throughout this program students will be expected to demonstrate the following dispositions:

- Value change as the source of the opportunity for improvement
- Display the ability to understand people and relationships and be receptive to the ideas of others

- Show a willingness to implement non-discriminatory access, accommodations and assessments.
- Demonstrate empathic understanding of diversity in all domains.
- Reflect regularly upon the philosophical assumptions, ethical principles and rationales that guide one’s practice
- Understand oneself as a learner and value learning as a core capacity.

(Full documentation available at: <http://tepd.dpi.wi.gov/epp/licensure-program-guidelines>)

Tentative Schedule of Topics

	Topics	Activities and Assignments
#1	Evolution of Leadership Theory Exploring Leadership Theories: leadership surveys and tools	
#2	Deconstructing Leadership Theory	
#3	Influence of Gender and Culture on leadership	
#4	Decision-Making Theories	
#5	Change Theories	
#6	Development of Personal Leadership Philosophy/Style	
#7	Leadership Skill Development	
#8	Leadership and Power within groups	
# 9	Group Processes and Methods Conflict Management	