



**School of Education  
Department of Educational Leadership and Foundations  
EDLE 706: Seminar in Leadership (Fall 2009)**

**All cell phones  
*MUST* be  
turned off or  
placed on  
vibration.**

**I. LOCATOR INFORMATION**

Semester Hours:	3
Time/Location:	Tuesday, 6:00-8:50 p.m., BU 325
Professor:	Dr. Joseph F. Johnson
E-mail Address:	<a href="mailto:jjohnson@uncfsu.edu">jjohnson@uncfsu.edu</a>
Office Location:	Butler 257
Office Phone:	(910) 672-1700
Office Hours:	Monday -Thursday, 3:00-5:00 p.m.

**II. COURSE DESCRIPTION**

Educational leadership within the changing contexts of the American school and society is the focus of the course, for PK-20. Strong emphasis is placed on the role, function, and duty of the facilitator of learning as a change agent when faced with the problems, issues, and concerns of today's schools. This seminar examines the prerequisite interpersonal skills, knowledge, and abilities necessary for the educational leader to meet the challenges of the changing schools. Focus is also placed upon personal assessment and evaluation of leadership competencies. Provisions are made for skill development and improvement. Theory into practice is the primary objective for the course, and various didactic schemas are employed to ensure this occurrence. Site-based field experiences, case study analyses, socio-dramas, bibliographic leadership studies, and simulations are examples where theory and practice are rejoined, analyzed and applied.

**III. DISABLED STUDENT SERVICES**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910 672 – 1203.

#### IV. TEXTBOOKS

##### **Required**

Yukl, Gary (2006). Leadership in organizations (6<sup>th</sup> Edition. Upper Saddle River: Prentice Hall.

Machiavelli, Niccolo (1515). The Prince.

Terry, Robert W. (1971). For whites only. Detroit Industrial Mission.

##### **Recommended/Optional**

Covey, Stephen. M. R. (2006). The speed of trust.

#### V. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

## VI. SPECIFIC COURSE OBJECTIVES

The course is designed to have students:

1. Acquire a sound, functional knowledge of theories and concepts of leadership, as well as ways in which leadership has been studied.
2. Become more knowledgeable of her/his leadership strengths and weaknesses.
3. Improve their leadership skills in oral and written communication, team-building, decision-making, building a positive school climate, and politics.
4. Upgrade their technological skills through the use of word processing programs and use of the internet.
5. Upgrade their presentation skills with diverse groups.
6. Acquire a sense of professional presence and competence in group dynamics.

## VII. EVALUATION CRITERIA

### A. Percentage Distribution

Class attendance and participation	10 %
<u>The Prince</u> Presentation	20 %
Leadership Interview Summary Analysis/Mid-term	15%
Observations of Leadership Theory/Principles	15%
Final Examination	<u>40 %</u>
<b>Total</b>	<b>100 %</b>

### B. Grading System

#### Final Grades – Graduate Courses

A	-	Very Good (90-100 points)
B	-	Good (70 -89 points)
C	-	Acceptable for graduate credit (60-69 points)
F	-	Failure (any level of performance below “C”)

## VIII. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

DATE	TOPIC(S)	ASSIGNMENTS
August 25	Introductions, Course Overview, Thinking and Learning about Leadership Leadership Resource Handouts FIRO-B Assessment Perceptual Check Assessment Expository Visual Lens	
September 1	Leadership Theories and Behavior	Chapters 1/2/3 (Yukl)
September 8	Leadership Theories	Chapters. 4/5 (Yukl)
September 15	Power and Influence	Chapters. 6 (Yukl)
September 22	Traits and Skills	Chapters. 7/ 8 (Yukl)
September 29	Leadership and Change	Chapters. 9/10 (Yukl)
October 6	<b>Leadership Interview Due</b> (Research Day - No Class)*	<b>Mid-term Assessment</b>
October 9-10	-----	<b>Fall Break</b>
October 13	Teams and Challenges	Chap. 11 (Yukl)
October 20	Strategic Leadership	Chap. 12 (Yukl)
October 27	Developing Leadership Skills	Chap. 13 (Yukl)
November 3	Ethical Leadership and Diversity	Chap. 14 (Yukl) <u>For Whites Only</u>
November 10	Chapter Presentations	The Prince (1-3, 5-8, 10-12)
November 17	Chapter Presentations	The Prince (14-16, 18-19)
November 24	Chapter Presentations	The Prince (20-21, 22-24, 25- 26)
December 1		<b>Final Examination</b>

\*A research day will be provided at the discretion of the professor.

## IX. COURSE REQUIREMENTS

1. Attend all sessions and engage in meaningful discourse about readings and presentations.
2. Interview and notable school leader (with whom you do not work) and provide a written summary analysis of the interview. **(Due: October 6, 2009).**
3. Observations of leadership theory and or principles **(Due: After October 7, 2009)**  
**Students MUST be able to lead a discussion from the DVD assigned to them.**
4. Maintain a reflective journal of the coursework to include your personal and professional experiences as they relate to educational leadership and lessons learned. **(Due: November 24, 2009)**
5. Respond to exam-type questions and “paper chase” exercises regarding leadership.
6. Prepare a typewritten annotated list of twenty (25) resources on leadership, 15 of which must be from refereed journals and pertain to research. **(Due: October 27, 2009).**
7. The Prince discourse and chapter presentations **(Due: November 10-24, 2009)**

## X. TEACHING STRATEGIES

The teaching/learning strategies will be lectures, student presentations, and discussion of assigned readings to provide in-depth coverage of major topics in educational leadership. This will be primarily through the use of electronic media. These strategies will provide opportunities for enhancing the student’s communication, problem-solving and group process skills. The class sessions will provide opportunities for groups to analyze and discuss cases that are related to the topic being addresses during the session. Students will maintain a reflective journal, write an integrative paper, and respond to questions linking theory with practice. Interviews of notable educational and political leaders are intended to provide students with an opportunity to enhance their inquiry and analytical skills. The identification of informational resources will involve self-exploration and skill in identifying and retrieving information from libraries and computer technologies.

## XI. SELECTED BIBLIOGRAPHY

- Cuban, L. (1988). *A fundamental puzzle of school reform*. **Phi Delta Kappan**, **69** (5), 341-344.
- Cummins, J. (1994). *The socioacademic achievement model in the context of coercive and collaborative relations of power*. In **Cultural diversity in schools: From rhetoric to practice**. Albany, NY: State University of New York Press.
- Goodlad, J. (1990). **On leadership**. New York: Free Press.
- Goodlad, J. (1984). **A place called school**. NY: McGraw-Hill
- Golarz, R. & Golarz, M. (1995). The power of participation. Sebastopol: National Training Associates.
- Hershey, P., Blanchard, K. & Johnson, D. (2001). Management of organizational behavior: Leading human resources. Upper Saddle River: Prentice Hall.
- Heubert, J. (1999). Law and school reform. New Haven: Yale University Press.
- Hoy, W. & Miskel, C. (2001). Educational administration: Theory, research, and practice. New York: McGraw-Hill.
- Northhouse, P. (1997). Leadership: Theory and practice. Thousand Oaks: Sage Publications.
- Kouzes, J. & Posner, B. (1987). The leadership challenge. San Francisco: Josey-Bass.
- Rebore, R. (2001). The ethics of educational leadership. Upper Saddle River: Merrill Prentice Hall
- Schlechty, P. (1997). Inventing better schools. San Francisco: Josey-Bass Inc.
- Sergiovanni, T. (1999). Rethinking leadership. Arlington Heights: SkyLight Training and Publishing Inc.
- Short, P. (2002). Leadership in empowered schools. Upper Saddle River: Merril Prentice Hall.
- Swanson, A. & Razik, T. (2001). Fundamental concepts of educational leadership. Upper Saddle River: Merrill Prentice Hall.
- Whittmer, J. (1992). Valuing diversity and similarity: Bridging the gap through interpersonal skills. Minneapolis: Education Media Corporation.