EDU 613: Educational Leadership Theory and Practice
Syllabus
Fall 2017

Instructor: Laura Dahm
Office Hours: before/after each class; Other times by appointment
e-mail: ldahm@carrollu.edu

OVERVIEW

In this course students will examine multiple organizational and leadership theories. Students will explore leading and executing organizational change principles. Students will use quantitative and qualitative data, appropriate research methods, technology and information systems to develop a long range continuous improvement plan for a school/district. Through the symbolic, structural, human resource, and political lenses of change management students will develop problem-solving skills and knowledge of strategic, long-range planning and operational planning to advocate for policies and programs that promote equitable learning opportunities and success for all students.

Student Learning Outcomes

In this course, candidates will:

1. explore systems theories, systems thinking and organizational leadership and articulate the relationship between system design and professional performance.
2. review styles, approaches and traits of effective leaders and develop the critical insights necessary to their personal growth as a leader.
3. analyze and evaluate behaviors that lead to successful change initiatives in organizational settings.
4. learn how to advocate for policies and programs which promote equitable learning opportunities and success for all students.

Required Textbooks


Student Assessment

1. Participation in the community of practice (25%). Opportunities for participation include discussion, in-class activities, reflective sharing, partner and group work and advisory groups. As a member of this community of practice, your full presence is needed and valued. (Learning Objectives 1,2,3,4)
2. Issues and Trends Contributions (25%). Participants will review current issues addressing advocacy, equity and personalized learning found in local, national or global news sources, social media and/or educational journals. Each participant will bring a source each month to share and discuss. (Learning Objectives 4)

3. Personal Leadership Reflection (25%). Based on leadership theory, change theory participants will prepare a personal reflection of their leadership style, strengths, challenges and insights related to the participants development as a change agent. (Learning Objectives 2,3)

4. Book Study (25%). Participants will form small groups and select a book related to educational leadership focused on equity and advocacy. Each small group will collaborate and design an interactive presentation providing an overview and critique of the book (Learning Outcome 4).

Grading Policy
Evaluation Requirements:

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<th>Letter</th>
<th>Grade points</th>
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<td>A</td>
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Campus Information:

General Policy Statements

Accommodation for Disabilities - Reasonable accommodation for students with disabilities will be provided according to the needs and documentation of the disability. Accommodation requests should be made through the Walter Young Center (262-524-7335). Carroll University’s ADA and 504 procedures will be followed.

Statement on Academic Integrity – The Carroll University Academic Integrity Policy is located in your student handbook. You should familiarize yourself with it. If a student violates this policy in any way, you may receive a sanction of failure on the assignment/exam or failure in the course. If you have any questions about appropriate citations, please ask.
**Modifications to the syllabus** - The instructor and the university reserve the right to modify, amend or change the syllabus (schedule, course requirements, grading policies, etc) as the curriculum and/or program require(s).