COURSE DESCRIPTION:

This course is an introductory experience in a sequenced program designed to prepare individuals to assume formal and informal leadership roles in educational organizations. The primary purposes of this course are fourfold: (1) to understand the nature of leadership, effective leadership practices, and personal leadership style (2) to gain a deeper understanding and be able to articulate individual beliefs and values as an educational leader; and (3) to examine how these beliefs and values provide the foundation for your practice as an educational leader (4) to gain knowledge in different epistemologies and application of the epistemologies.

RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

Students who enter study in educational leadership at UNC are exposed to five domains in which they (1) develop a personal vision for educational leadership; (2) examine and use modes of inquiry to frame problems and gather information; (3) understand organizational culture, communication, and change; (4) explore educational leaders' roles in supervising professionals and developing human potential; and (5) examine influences from the external environment that shape educational policies, structures, and operations. Learning experiences from this course contribute to students' understanding of the underlying beliefs of our leadership development program; particular emphasis is given to the italicized statements below:

Human growth and development are lifelong pursuits;

Organizations are artifacts of a larger society;

Learning, teaching, and collegiality are fundamental activities of educational organizations;

Validated knowledge and active inquiry form the basis of practice;

Moral and ethical imperatives drive leadership behavior;

Leadership encompasses a learned set of knowledge, skills, and attitudes;

Leaders effect positive change in individuals and organizations;

Effective leadership in educational organizations depends on individual and team efforts; and
Leaders' behavior and actions model their beliefs and values.

STANDARDS FROM PROFESSIONAL ORGANIZATIONS AND LEARNED SOCIETIES:

In general, the courses of this Program are designed to prepare individuals to serve as leaders of educational organizations. The learning experiences are designed to address the skills, competencies, and performance expectations identified by numerous professional organizations and learned societies with an interest in the preparation of educational leaders. Among the organizations consulted are the American Association of School Administrators, the National Association of Elementary School Principals, the National Middle School Association, the National Association of Secondary School Principals, the National Policy Board for Educational Administration, and the University Council for Educational Administration.

RELATED COLORADO DEPARTMENT OF EDUCATION STANDARDS:

Learning activities of this course address selected standards for the licensure of principals by the Colorado Department of Education and the State Board of Education. (www.cde.state.co.us)

Course Objectives

What Is Leadership?

Students will:

1. Develop a personalized understanding of the nature of leadership
2. Differentiate between leadership and management
3. Understand personal leadership style (e.g. Leadership Behavior Matrix)
4. Comprehend key principles of effective leadership as found in the literature
5. Identify critical skill areas necessary for improving student achievement

Understanding and Examining Beliefs and Values

Students will:

1. Define the concepts of personal beliefs and practice and how they relate to their practice as educational leaders and managers/administrators
2. Understand and use theories, concepts, and idea to examine their own belief and value systems
   a. major epistemologies that undergird the practice of educators (logical positivism, hermeneutics, critical theory)
Articulating and Using Beliefs and Values in Practice as Educational Leaders

Students will:

1. Develop an educational platform that articulates their beliefs and values about their practice as an educational leader.
2. Explore the evolution of this educational platform to a vision statement for an educational program or organization.
3. Use the models of reflective thought and action introduced in this course to reflect on their educational platform.
4. Identify prevailing problems of practice and use self-knowledge and reflective skills to work through these identified problems.
5. Discuss and examine how current leaders in education create positive learning environments.
6. Explore how educational leaders can establish norms of mutual inquiry and dialogue that allow both themselves and their staffs to explore their beliefs and values as educators and how these beliefs and values affect their practice.
7. Explore how organizational norms and ways people lead organizations can inhibit or facilitate using processes of inquiry and reflection.
8. Develop an entry plan for first year administrator using and analyzing data.
STUDENT EVALUATION:

Student performance is evaluated by various written and/or oral assessments. One goal of this course is to develop clarity in written and oral communication.

Final Grades will be assigned according to the A-F format. Students will also have several required assignments. Participants of this class will be expected to:

**Participate and contribute to class**. Much of what will occur in class will be student centered. Students are expected to read all assigned readings and complete assignments. Written assignments should follow the guidelines provided by the instructor and be concisely written, well organized, and address all parameters of the assignment. Class attendance and participation are important aspects of this class. Students who need to miss class for personal or professional reasons should contact the instructor for work missed. Class participation should be active and relevant to the topic of discussion. Active and relevant includes:

* Providing informed opinions and commentary
* Raising insightful questions
* Remaining focused on the topic of discussion
* Clarifying others’ ideas
* Challenging ideas in a constructive, professional manner
* Providing leadership/followership in group work
* Displaying a professional demeanor
* Accepting responsibility for completing make up work

Students will also complete two out-of-class assignments. These include the development of an educational platform and an assignment related to epistemologies. Students are encouraged to keep a journal of daily reflections that will assist in developing effective leadership behaviors/practices for use presently and in the future.

**Assessment:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>30%</td>
</tr>
<tr>
<td>Educational Platform</td>
<td>40%</td>
</tr>
<tr>
<td>Epistemologies assignment</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Required Readings:**

**ELPS 601 Reading Packet from UNC Bookstore**


Recommended Readings:


Disability and Academic Dishonesty Statement

The University of Northern Colorado is an affirmative action opportunity institution. Students with disabilities or other special needs should feel free to contact the instructor if there are service or adaptations that can be made to accommodate special needs. Staff in the Disability Access Center (970-351-2209) can also be helpful.

Academic Dishonesty: Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu.

BIBLIOGRAPHY


