Human Services and Educational Leadership  
EDLE 6341--Summer 2023  
Leadership Theories and Application in Education

Instructor: Summer Pannell, Ph.D.  
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Course Location: Online  
Office Hours: M-W 3:00-4:30 pm (virtual)  
Credits: 3

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Prerequisites: Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

I. Course Description:
This online course is a survey of major theories in educational leadership. The educational leader as a scholar-practitioner will serve as a focus for examining the relevant dimensions of leadership theory. The candidate’s professional and/or personal place of practice will serve as a context in which connections between theory and practice will be explored. The relationship between theory and practice will be examined in relation to inquiry and learning.

Course Credit Hour Justification:
This online course is a 3-credit hour course and one of the core requirements for the Ed.D. in Educational Leadership. Students are expected to actively engage in discussions, complete all readings assigned for class discussion (via Zoom or D2L), and complete all writing activities, quizzes/exams, and/or projects. Each week of a 12-week semester, doctoral students will engage in approximately 11 to 12 hours (totaling 135 hours for the 12-week course) of a variety of activities, including but not limited to, discussions, readings, case studies, articles/chapters, multimedia activities/videos, quizzes/exams, and complete all projects. Each doctoral student will prepare a formal edited research paper as a final project. Additionally, there will be a midterm and a final in this course. [total hours (online and Zoom/videos=135 hours for the 3 credit hours].

Diversity Statement: The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us

II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes (PLOs):
Students graduating with an Ed.D. in Educational Leadership will be able to:  
1. use data, policy, and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings  
2. demonstrate knowledge of ethical and moral responsibilities of leadership
3. apply theory and contextual knowledge to educational practice
4. practice analytical and communication skills in leadership roles
5. understand, design, and conduct research in educational leadership

**Student Learning Outcomes (SLOs):**
By the end of the course, students will be able to:
1. Sharpen presentation techniques, group work skills, and ability to contribute to scholarly discussions.
2. The student will be able to connect leadership theories to practical application.
3. The student will be able to explain a variety of leadership theories.
4. The student will be able to produce an edited research paper on leadership theories and relate them to practical application.

### III. Course Assignments, Activities, Instructional Strategies, use of Technology

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Modules/Chapters</th>
<th>Due Dates</th>
<th>Assignments for EACH module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Intro and Impact on Education</td>
<td>Module 1; Chapter 1</td>
<td>May 16</td>
<td>Each module may include the following:</td>
</tr>
<tr>
<td>Week 2</td>
<td>Trait and Skills Approach</td>
<td>Module 2; Chapters 2 and 3</td>
<td>May 23</td>
<td>*Knowledge Checks</td>
</tr>
<tr>
<td>Week 3</td>
<td>Behavioral Approach</td>
<td>Module 3; Chapter 4</td>
<td>May 30</td>
<td>*Multimedia Activity</td>
</tr>
<tr>
<td>Week 4</td>
<td>Situational Approach</td>
<td>Module 4; Chapter 5</td>
<td>June 6</td>
<td>*Critical Thinking Check</td>
</tr>
<tr>
<td>Week 5</td>
<td>Path-Goal Theory</td>
<td>Module 5; Chapter 6</td>
<td>June 13</td>
<td>*Self-Assessment</td>
</tr>
<tr>
<td>Week 6</td>
<td>Leader-Member Exchange Theory</td>
<td>Module 6; Chapter 7</td>
<td>June 20</td>
<td>Chapter Test</td>
</tr>
<tr>
<td>Week 7</td>
<td>Transformational and Transactional Leadership</td>
<td>Module 7; Chapter 8</td>
<td>June 27 <strong>Midterm</strong></td>
<td>Writing Opportunity</td>
</tr>
<tr>
<td>Week 8</td>
<td>Authentic Leadership</td>
<td>Module 8; Chapter 9</td>
<td>July 5 (Wed)</td>
<td><strong>Final</strong></td>
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<tr>
<td>Week 9</td>
<td>Servant Leadership</td>
<td>Module 9; Chapter 10</td>
<td>July 11</td>
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<tr>
<td>Week 10</td>
<td>Adaptive Leadership and Inclusive Leadership</td>
<td>Module 10; Chapters 11 and 12</td>
<td>July 18</td>
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<tr>
<td>Week 11</td>
<td>Followership and Gender and Leadership</td>
<td>Module 11; Chapters 13 and 14</td>
<td>July 25</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Leadership Ethics and Team Leadership</td>
<td>Module 12; Chapters 15 and 16</td>
<td>August 1 <strong>Final</strong></td>
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</tbody>
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**Midterm:** Chapters 1-8  **Final:** Chapters 9-16

**Other Available Resources**
- Flashcards
- Journal Articles
- Powerpoint

*Completion Grade*
IV. Evaluation and Assessment (Grading)

**All decisions about the evaluation/grading of student material rest with the professor.**

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Projects/Activities/Discussions/Vantage</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter Exams &amp; Activities</td>
<td>15%</td>
</tr>
<tr>
<td>1st Draft/Critique</td>
<td>15%</td>
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<tr>
<td>Final Research Paper/Corrections/Critique</td>
<td>25%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
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All assignments must be completed and submitted to receive an A. An incomplete or WH grade will **not** be allowed for this course. Students are expected to complete all assignments and submit all requirements on time. Feedback will be provided for each written assignment. Students are expected to work together for any assigned group activities and/or assignments. The instructor will make decisions concerning the assignment of partners, groups, etc.

**Assignments:** All assignments should be completed by the due dates shown in the course calendar and online course. Late assignments risk not being accepted. The final decision will be left to the professor. If a late assignment is accepted, it will receive a 20% penalty for each missed deadline. If an assignment is late, another deadline will immediately be given. NO assignments will be accepted after the last class. It is important that all assignments are submitted on time. Lastly, make sure to upload the correct assignment to the correct location. Otherwise, the assignment uploaded will be the assignment graded.

**Assessments:** It is important that you are working in a location that has stable internet especially when taking exams. The professor has limited exams to ONE attempt. Therefore, make sure that you are set and ready with stable internet PRIOR to beginning the timed exam. The assessments will be timed.

V. Tentative Course Outline/Calendar
The tentative course outline is aligned to the designated assignments, due dates, discussion topics and other related activities. The student should note that the instructor has the flexibility to modify assignments and/or the schedule/deadlines of activities/assignments. The professor will notify the student of any changes. Please find the Course Calendar in the “Getting Started Module” in Brightspace. Also, you will find a timeline in Section III in this syllabus.

VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.

Required:


**NOTE:**
The Northouse book will be the electronic version through Vantage. The professor will give further directions in the Getting Started Module.

Additional readings/articles will be included in modules throughout the course. These are required readings as well.

VII. Course Evaluations

Near the end of each semester, students in the College of Education electronically evaluate course taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policies

Class Attendance: Policy 6.7
Regular and punctual attendance for an online course means documented participation, including logging in and being active in the online course and submission of completed assignments. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. The timeline for completing make-up work will be determined by the instructor.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Mental Health Resources:
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building: 936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202: 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741