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UNIVERSITY OF MONTANA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
EDLD 550: FOUNDATIONS OF EDUCATIONAL LEADERSHIP
ISEC INTERNATIONAL EDUCATIONAL LEADERSHIP DOCTORAL COHORT
SPRING 2021
SYLLABUS

Course Overview

CLASS

Thursdays, 9:00 a.m. - 12:00 p.m.
January 28 - April 8, 2021
Zoom

INSTRUCTOR

William P. McCaw, Ed.D.
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William C. Shreeve Chair in Educational Leadership
Phyllis J. Washington College of Education
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REQUIRED READINGS

Readings for this course will be provided electronically via the Moodle Course Shell one week in advance of when they need to be read.

COURSE DESCRIPTION

Utilizing class lecture slides, small group discussions, individual written assignments, and reflective journaling, students in this course will be exposed to foundational theories/models and practices of leadership and management as they explore the Inner-Life and Leadership juxtaposed with what it means to be an educational leader in the twenty-first century. The evolution of leadership theory will be investigated as well as the relationship between leaders and followers within the organization.

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COURSE OBJECTIVES

Below you will find the specific outcomes for this course. As a result of the successful completion of the Foundations of Educational Leadership course, students will be able to:

Standards Alignment

1. Understand the difference between leadership and management and how these two functions promote an effective organization,
2. Recognize the organization as a social system connected to the external environment,
3. Discuss the importance of involving others to improve an organization,
4. Create a personal definition of leadership focused on creating environments conducive to continuous improvement,
5. Reflect upon who they are as a person and how this knowledge helps them to understand who they are as a leader,
6. Recognize the importance of organizational culture and for a leader, and
7. Describe a leadership model/theory in detail noting its historical significance.

Professional Educational Unit Conceptual Framework

9. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories/modles and organizational components.* CF1
10. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.* CF2
11. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.* CF3
12. *Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion.* CF3

EXPECTATIONS

Participation

Students enrolled in this course are expected to regularly and consistently participate in each class and discussions in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion (refer to Professional Standards for Student Performance Appendix A). Students are required to be current in the assigned reading for each class and to submit and/or present required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

Written Assignments

Quality graduate scholarship requires not only the ability to master the concepts found in literature and research, but also the ability to use this information to integrate knowledge. The opportunity to demonstrate your level of mastery and creativity will often be in the form of a formal

paper. All papers should be subjected to spelling and grammar checks. Papers that are poorly written containing numerous grammatical and/or mechanical errors will not be accepted.

E-mail Utilizing Your UMConnect Account

Correspondence to you regarding this course will utilize your UMConnect mail account. It is recommended that you check your UMConnect mail account regularly.

ONLINE COURSE SUPPLEMENT

UMOnline: Moodle

Moodle is an open-source learning management system that is used by the University of Montana to deliver online learning. Within the Moodle system, there is a short introductory course, UMLearn. Moodle 101 for Students can be accessed from your Moodle home page shell (on the upper left corner within "Useful Links"). Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

Course Shell

The course shell consists of six major areas that you will need to access. These six areas are:

1. Welcome, Announcements, and Introductions
 2. Class Content (for each class)
 3. Assignments
 4. Optional Discussions and Questions
 5. Course Resources
 6. Course Syllabus
1. WELCOME, ANNOUNCEMENTS, AND INTRODUCTIONS
This general area will contain a welcome message, University Land Acknowledgement, the course announcements, and class introductions.
 - A. Class Introductions is an area containing individual introductions for each student in the class. You will be required to post your introduction in this area by the start of the second class.
 2. CLASS CONTENT
The Class Content area will contain all of the necessary information that you will need to access for each of the ten classes (Class 1, Class 2, etc.).
 - B. PowerPoints will be provided for each class.
 - C. Electronic reading materials for that class
 3. ASSIGNMENTS
This area contains four important areas pertaining to the course assignments.
 - A. Assignments and Due Dates
This area provides a listing of all assignments and their corresponding due date.
 - B. Assignment Exemplars
There are no assignment exemplars as this course has been redesigned with new assignment requirements.

C. Preparing Assignments to Submit

Specific instructions regarding the preparation of assignments as well as writing requirements, directions for submitting assignments, and assignment templates are located in this area. Pay particular attention to the naming format as explained in the course syllabus (p. 9). All assignments must be an MSWord file.

1. Assignment Templates

This area contains templates for each assignment. These templates contain the specific cover page (**remember to add your name and student 790 number**), assessment rubric, content headings, and references. Leave the assessment rubric as part of your paper for completion during the grading process.

D. Assignment Submittal Areas

Each assignment has its own submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (**with the correct naming format**) by clicking the dark "Add submission" button in the lower right hand corner of the assignment box.

3. OPTIONAL DISCUSSIONS

There are three areas set aside for optional discussions. These areas are:

- A. Optional Class Discussion is a discussion area where students can post questions or prompts to further the discussion and interaction among classmates. It is suggested that anyone posting in this area send an e-mail message to the entire class so that everyone has the opportunity to participate in the continued discussion.
- B. Optional Questions for Dr. McCaw is a discussion area where students can pose questions (specific to the topics for that class) to me in much the same way that a question might be posed during a face-to-face class session. To ensure a timely response, please e-mail me at bill.mccaw@umontana.edu that you have posted a discussion question for my response.
- C. Optional Inner Life and leadership Forum is a discussion area where students can engage other students in topics related to the inner life and leadership. It is suggested that anyone posting in this area send an e-mail message to the entire class so that everyone has the opportunity to participate in the inner life and leadership discussion.

4. COURSE RESOURCES

Resources are provided for (a) the course content as supplemental information, (b) university specific resources (bookstore, library etc.), (c) educational resources (professional organizations, APA), (d) educational journals, and (e) assignment resources.

5. SYLLABUS

This area will contain the entire course syllabus and any additional information pertaining to the syllabus. You should become very familiar with the contents of the syllabus as specific information and instructions are provided. This area will also contain the Table of Contents

and the Tentative Class Topics and Assignments from the syllabus. These are provided to be quickly accessible.

Class Readings

Electronic reading materials will be provided in the specific Class Content Area (Class 1, Class 2, etc.).

Needing Help. If you encounter problems regarding the online portion of this course, please contact [UMOnline](#). There is also a Technical Support area within the menu of the course shell (406-243-4999 or 866-225-1641 (toll free)).

ACCOMMODATIONS

I want to be sensitive to any needs that you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#) (DSS). "Reasonable" permits students with disabilities to compete on an equal footing with their peers at the University.

MEETING TIMES AND TENTATIVE TOPICS

9:00 a.m. - 12:00 p.m. on Thursdays (China Dates and Times)

Readings addressing the Inner Life and Leadership

| Class | Date | Topics |
|-------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | January 28 | Welcome Cohort Introduction Expectations for the Degree |
| 2 | February 4 | Course Introduction Syllabus Course format Inner-Life and Leadership Journaling <i>Stepping Stones</i> What is Leadership? |
| | February 11 | NO CLASS CHINESE NEW YEAR |
| 3 | February 18 | Leadership Management Leaders and Followers Inner-Life and Leadership <i>Self-Examination and Leadership</i> (Henderson) What is Leadership? Paper Due |
| 4 | February 25 | Traits Approach to Leadership Skills Approach to Leadership Inner-Life and Leadership <i>Leadership and the Heart</i> (Henderson) |

| | | | |
|----|-------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | March | 4 | Behavior Approach Ohio State Leadership Studies Michigan Leadership Studies Tasks and Relationships Situational Approach Path-Goal Theory Leader-Member Exchange Theory Inner-Life and Leadership <i>Leading from Within (Palmer)</i> |
| 6 | March | 11 | Servant leadership Leadership ethics Inner-Life and Leadership <i>The Ferryman (Hesse)</i> Leadership Definition Analysis (other's) Paper Due |
| 7 | March | 18 | Total Quality Management Inner-Life and Leadership <i>The Woodcarver</i> Leadership vs. Management Paper Due |
| 8 | March | 25 | Transformational Leadership Traditional, Transactional, and Transformational Leadership Inner-Life and Leadership <i>Personal Identity, Integrity, and Authenticity (Henderson)</i> |
| 9 | April | 1 | Authentic Leadership Inner-Life and Leadership <i>The Triad of the Self: Identity – Integrity – Authenticity (Henderson)</i> |
| 10 | April | 8 | leadership and Change Inner-Life and Leadership <i>This is the Hour . . .</i> <i>Lost</i> Inner-Life and Leadership Reflection Paper Due |
| | April | 15 | Personal Leadership Definition Analysis Paper Due |
| | April | 22 | Final Paper: Leadership Theory/Model Due |

ASSIGNMENT TITLE AND DUE DATE

1. Participation (3 points deducted for each absence)
2. What is Leadership? (Due February 18)
3. Leadership Definition Analysis (other's) (Due March 11)
4. Leadership vs. Management (Due March 18)
5. Inner-Life and Leadership Reflection (Due April 8)
6. Personal Leadership Definition Analysis (Due April 15)
7. Final Paper: Leadership Theory/Model (Due April 22)

GRADING

Grading for this course is explained below. Specific assignment assessment rubrics can be found for each assignment. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or consist of research that the writer finds more interesting than the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. Papers that are poorly written, containing numerous grammatical and/or mechanical errors, will not be accepted.

| <u>Grades will be determined by the following weighted formula:</u> | <u>Points</u> |
|---------------------------------------------------------------------|---------------|
| Participation | 10 |
| What is Leadership? Paper | 5 |
| Leadership Definition Analysis (Others) Paper | 10 |
| Leadership vs. Management Paper | 15 |
| Inner-Life and Leadership Reflection Paper | 10 |
| Personal Leadership Definition Paper | 15 |
| Final Paper: Leadership Theory/Model Paper | 35 |

Course grades will be based upon a percentage of the total possible course points:

90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; below 60 = F

PREPARING ASSIGNMENTS TO SUBMIT

Key Points

1. Refer to each assignment's description and assessment rubric
2. Follow APA 7th Edition Format ([The Owl at Purdue](#))
 - a. **Double line spacing throughout with one space between sentences**
 - b. Provide citation information when paraphrasing (author's last name, publication date)
 - i. Direct quotations require author, publication date, and page number
 - c. APA uses past tense for published works
 - d. APA uses the Oxford comma (comma before the word "and" in a series)
 - e. Page number noted in the heading (top right hand corner- format provided in the assignment template)
 - f. Academic works use indented paragraphs and left justification rather than the block format and full justification used by business.
 - g. References: Follow the format used in this syllabus for references (p. 19).
 - i. References centered with bold upper and lower case
 - ii. Reference format is hanging indent, double spaced, no extra space between references
 - iii. When citing class PPT content, use:
In References:
 McCaw, W. P. (2021, Spring). Foundations of Educational Leadership [PowerPoint slides]. University of Montana.
<https://moodle.umat.edu/course/view.php?id=42039#section-0>

In Text:

(McCaw, 2021, Class #, Slide #)

- h. APA Deviations
 - i. Font = Calibri (Body), 10.5 point (Word Default) or Times New Roman
10 or 12 point font is acceptable
 - ii. No Running Head
 - iii. No Abstract
- 3. Utilize the provided assignment templates on all assignments including the assessment rubric (these are provided in the “Assignments” area of the Moodle Shell)

Save your documents using the format and assignment names listed below. *Please follow the provided format and spell each assignment as it is in the example.* Color has been provided only to clarify the three components of **course and semester**, **assignment**, and **student name**; it is understood that your saved assignment will not be in color. Your saved assignment should contain the following information in the order provided in the example (including spaces). **EDLD 550 Sp21 Assignment [Your Last Name]] [Your First Initial]**

Example for Wang Jun:

EDLD 550 Sp21 Leadership Wang J
 EDLD 550 Sp21 Lead Def Others Wang J
 EDLD 550 Sp21 Lead Mgmt Wang J
 EDLD 550 Sp21 ILL Reflection Wang J
 EDLD 550 Sp21 Personal Lead Def Wang J
 EDLD 550 Sp21 Lead Theory Wang J

Writing Requirements

Quality graduate scholarship requires not only the ability to master the concepts found in literature and research, but also the ability to use this information to integrate knowledge. Check spelling and grammar on all assignments. Papers poorly written containing numerous grammatical and/or mechanical errors are unacceptable. When noted, adhere to the page number restrictions.

SUBMITTING ASSIGNMENTS

Submit assignments as an MSWord file and only through Moodle in the Assignments area.

Using Assignment Templates

Assignments must use the assignment templates which are located in the Moodle course shell within “Assignments” and can be downloaded as an MSWord file. These templates contain the important elements of each assignment. Leave the assessment rubric as part of the assignment as feedback will be provided using the rubric. **You need to add your name and student number to the cover page, and then rename the file using the format and names previously noted.**

Assignment Submittal Area

Each assignment has its own assignment submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (with the correct naming format) by clicking the dark “Add submission” button in the lower right hand corner of the assignment box.

ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC

What is Leadership?

Definitions of leadership often confuse leadership with characteristics of leaders. This paper requires you to focus on the act of leading (leadership) rather than describing the characteristics of leaders. Once you have made this important distinction, you are to write your thoughts on what leadership is in a **2 page double spaced paper** (excluding the cover page, assessment rubric, and references). This is not a research paper or a paper that needs to be supported with scholarly citations. It is your opportunity to describe leadership in your own terms at the beginning of the course. This paper can be written in either the first or third person voice. The writer's voice needs to be consistent throughout the paper.

The Assessment Criteria for the Leadership Described Assignment are:

| | ACCEPTABLE | UNACCEPTABLE | 5 PTS |
|-----------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------|
| Description Focuses on the Act of Leadership | 1 POINTS Description of leadership focuses on the act of leadership | 0 POINTS Description of leadership does not focus <u>only</u> on the act of leadership | |
| The Act of Leadership Described | 3 POINTS A logical and persuasive description presented | 2-0 POINTS Description is brief and/or is not persuasive and/or logically presented | |
| Writing Mechanics | 1 POINTS Writing is clear and mechanical errors do not detract from the paper | 0 POINTS Writing clarity is lacking and/or there are numerous mechanical errors that detract from the paper | |

Leadership Definition (other's) Analysis

Leadership scholars have not agreed on a single encompassing definition of leadership. This assignment is not a paper discussing various leadership definitions but rather requires students to find a single leadership definition from the literature (properly citing its author) that focuses on *the act of leadership* rather than a definition or characteristics of a leader, and then analyze significant components of the definition. (3 page maximum without cover page or references)

The Assessment Criteria for the Leadership Definition Analysis Assignment are:

| | EXEMPLARY | ADEQUATE | UNACCEPTABLE | 10 PTS |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Leadership Definition Defined | | 2 POINTS The leadership definition is clearly articulated and is focused on <i>the act of leadership</i> rather than the characteristics of a leader | 1-0 POINTS The leadership definition is not clear and/or focuses on the characteristics of a leader rather than <i>the act of leadership</i> | |
| Analysis of the definition | 6 POINTS The analysis of the definition is comprehensive and provides evidence of significant reflection | 5-4 POINTS The analysis of the definition is provided and demonstrates evidence of some reflection | 3-0 POINTS The analysis of the definition is weak and/or does not provide evidence of reflection | |
| Mechanics | | 2 POINTS APA format is followed and mechanical errors do not detract from the paper | 1-0 POINTS APA format is not followed and/or there are numerous mechanical errors that detract from the paper | |

Leadership vs. Management

Joseph Rost (1993) contended that confusing leadership and management is a major hindrance to understanding leadership. Rost called for the clear distinction between the two concepts. This paper requires you to articulate a clear distinction between leadership and management and provide examples of each. (5 page maximum without cover page or references)

The Assessment Criteria for Leadership vs. Management Assignment are:

| | EXEMPLARY | ADEQUATE | UNACCEPTABLE | 15 PTS |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Distinction Between Leadership and Management | 3 POINTS A clear distinction is made noting both the reason for action and the relationship involved | 2 POINTS A basic distinction is made addressing the reason for action and the relationship involved | 1-0 POINTS The distinction is not clear and either the reason for action or the relationship involved not provided | |
| Leadership Example | 5 POINTS The leadership example provided clearly demonstrates how it meets the requirements of (a) the reason for action and (b) the relationship involved | 4 POINTS The leadership example provided addresses the requirements of (a) the reason for action and (b) the relationship involved. | 3-0 POINTS The leadership example provided confuses it with management and/or does not addresses either the requirements of (a) the reason for action and/or (b) the relationship involved | |
| Management Example | 5 POINTS The leadership example provided clearly demonstrates how it meets the requirements of (a) the reason for action and (b) the relationship involved | 4 POINTS The leadership example provided addresses the requirements of (a) the reason for action and (b) the relationship involved | 3-0 POINTS The leadership example provided confuses it with leadership and/or does not addresses either the requirements of (a) the reason for action and/or (b) the relationship involved | |
| Mechanics | | 2 POINTS APA format is followed and mechanical errors do not detract from the paper | 1-0 POINTS APA format is not followed and/or there are numerous mechanical errors that detract from the paper | |

Inner-Life and Leadership

Leadership scholars have noted the importance of a leader seeking within to find their “ground of being”. In this course, you have journeyed within yourself to better understand who you really are. That is, your “who”. This paper is an invitation for you to share that journey, at whatever level is comfortable for you, and address important insights gained. It does not have to follow APA and can be written in the first person voice. (5 page maximum without cover page or references)

The Assessment Criteria for the Inner-Life and Leadership Assignment are:

| | EXEMPLARY | ACCEPTABLE | UNACCEPTABLE | 10 PTS |
|--------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------|
| Evidence | | 2 POINTS Writing clearly provides evidence of an inward journey through journaling and reflective thought | 1-0 POINTS Writing does not provide clear evidence of an inward journey through journaling and reflective thought | |
| The Journey | 6-5 POINTS Evidence provided that the student examined their inner-life and leadership at a more than basic level | 4 POINTS Evidence provided that the student examined their inner-life and leadership at a basic level | 3-0 POINTS Evidence provided that the student examined their inner-life and leadership at a less than basic level | |
| Writing Mechanics | | 2 POINTS Writing is clear and mechanical errors do not detract from the paper | 1-0 POINTS Writing clarity is lacking and/or there are numerous mechanical errors that detract from the paper | |

Personal Leadership Definition

Leadership scholars have not agreed on a single encompassing definition of leadership. This assignment is not a paper discussing various leadership definitions but rather requires students to develop a single leadership definition of their own (or accept a leadership definition from the literature, properly citing its author) focusing on *the act of leadership* rather than a definition or characteristics of a leader, and then utilizing the course content and outside readings analyze significant components of the definition. (5 page maximum without cover page or references)

The Assessment Criteria for the Personal Leadership Definition Assignment are:

| | EXEMPLARY | ADEQUATE | UNACCEPTABLE | 15 PTS |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Personal Leadership Definition | 6 POINTS The leadership definition is clearly articulated and encompasses the breadth of leadership responsibilities focusing on <i>the act of leadership</i> rather than a definition of a leader | 5 POINTS The leadership definition is articulated at a basic level and addresses some leadership responsibilities focusing on <i>the act of leadership</i> rather than a definition of a leader | 4-0 POINTS The leadership definition is not clear and/or fails to take into consideration the breadth of leadership responsibilities and/or focuses on a definition of a leader rather than <i>the act of leadership</i> | |
| Analysis of the definition to include: -Leadership Theory/Model - Type of Relationships Involved | 6 POINTS The analysis of the definition is comprehensive and utilizes course content and outside information for the basis of the analysis with scholarly citations used to support the stated positions | 5 POINTS A basic analysis of the definition utilizes course content with scholarly citations used to support the stated positions | 4-0 POINTS The analysis of the definition is weak and only addresses the course content in a cursory manner and/or scholarly citations are minimally or not used to support the stated positions. | |
| Mechanics | 3 POINTS APA format is followed with detail and there are minimal mechanical errors | 2 POINTS APA format is partially followed and mechanical errors do not detract from the paper | 1-0 POINTS APA format is not followed and/or there are numerous mechanical errors that detract from the paper | |

Leadership Theory/Model

This paper requires the student to choose one of the leadership theories or models presented in class and (a) discuss the theory/model from (a) its historical perspective identifying the seminal author(s) of the theory/model, (b) describe the theory/model using at least five different references, and (c) provide an example of the theory/model in practice. This paper should be a minimum of 8 pages and not exceed 10 pages (not counting the cover page, assessment rubric, or references).

The Assessment Criteria for the Leadership Theory/Model Assignment are:

| | EXEMPLARY | ADEQUATE | UNACCEPTABLE | 35 PTS |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Historical Perspective | 8 POINTS Leadership theory/model is explained from a historical perspective noting significant prior and subsequent (if appropriate) theories/models | 7-6 POINTS Previous leadership models/theories noted and a basic discussion of the historical perspective regarding the leadership model/theory provided | 5-0 POINTS Previous Leadership models/theories briefly or not noted demonstrating a weak understanding of the historical significance of the leadership theory/model | |
| Leadership Theory/Model Described | 14 POINTS Leadership theory/model is described in a manner demonstrating a comprehensive understanding and noting the seminal author(s) using a minimum of five references | 13-12 POINTS Leadership theory/model is described in a manner demonstrating a basic understanding using a minimum of five references | 11-0 POINTS Leadership theory/model is described in a manner demonstrating a less than basic understanding and/or using less than five references | |
| Leadership theory/Model Example in Practice | 10 POINTS Example is clear and directly addresses the leadership theory/model | 9-8 POINTS Example addresses the leadership theory/model | 7-0 POINTS Example is less than clear and/or does not directly address the leadership theory/model | |
| Mechanics | 3 POINTS APA format is followed with detail and there are minimal mechanical errors | 2 POINTS APA format is partially followed and mechanical errors do not detract from the paper | 1-0 POINTS APA format is not followed and/or there are numerous mechanical errors that detract from the paper | |

Appendix A

Professional Standards for Student Performance

Graduate students in the Department of Educational Leadership at the University of Montana are expected to:

1. Demonstrate professional vision in the practice of educational administration
2. Accept responsibility and accountability for class assignments in their role as members of the class
3. Demonstrate growth during the period of their graduate career
4. Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
5. Demonstrate imagination and originality in the discussion of educational leadership issues
6. Understand the relationship between theory and practice and the value of reflective leadership
7. Demonstrate a moral, humanistic, ethical and caring attitude toward others
8. Demonstrate an ability to build trust and positive relationships with others
9. Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
10. Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
11. Demonstrate an ability to express himself/herself well in speech and writing, and
12. Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

Appendix B

Accreditation Information

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at the University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

CF1 *Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

CF2 *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*

CF3 *Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of the University of Montana-Missoula and the Phyllis J. Washington College of Education. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

The University of Montana-Missoula Mission

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with

international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

Phyllis J. Washington College of Education

The Phyllis J. Washington College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission

We empower individuals to challenge the future.

By:

- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

Appendix C

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