PHDE 701:
Advanced Leadership and Management Theory

Professor: Dr. Debbie Conner
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Office Hours: Tuesdays and Thursdays 1:30pm – 2:30pm and Mondays 5pm –6pm via Zoom
Available online via Teams, Zoom, phone or in-person by appointment
Required Saturday Meetings: August 21, September 18, December 4 in **Prince 116. Class
will meet 9am-10:30am. Cohort meets again at 1pm.**
Online meetings are scheduled for Tuesday evenings from 6 pm to 8:30 pm unless otherwise
directed via TEAMS.

Course Description
PHDE 701 Advanced Leadership and Management Theory (3): (Prereq: M.Ed. in Educational
Leadership or equivalent or permission of instructor) Advanced leadership and management
theories will be examined to analyze, plan for implement, and evaluate strategies for educational
leaders to support school improvement processes in rapidly changing social, economic, and
political contexts. F, S, SU

Course Objectives
This course is designed to:

1. Facilitate the study and reflection upon prominent theories of leadership and management.
2. Facilitate the in-depth analysis of leadership and management theory development and its
discussion in professional literature.
3. Describe the application of theoretical frameworks to research.
4. Facilitate reflective practice and continued professional growth as a scholarly practitioner.
5. Explain the theory-practice feedback loop in organizational leadership and management.

Required Course Texts

Brazer, S.D., Bauer, S.C. & Johnson, B.L. (2019). *Leading schools to learn, grown and thrive:
Using theory to strengthen practice.* New York. Routledge.

APA (American Psychological Association). (2020). *Publication manual of the American
Psychological Association: the official guide to Apa style*.

Supplemental Texts: (Not Required)

Northouse, P. G. (2019). *Leadership: theory and practice*. SAGE Publications, Inc.

Course Outcomes

Students who successfully complete this course will:

Student Learning Outcomes	Assessed by	Standards Alignment/ Conceptual Framework Alignment
Explain "theory" as applied to leadership study and practice	- Leadership Interviews - Podcast - Journal - Hierarchy of Needs	ELCC 2.3 CF: Engage in reflective practice
Analyze and synthesize a selected theory of leadership, motivation, or followership and trace its development, design, and prominent theorists and researchers who contributed to the theory's development.	- Leadership Interviews - Journal - Final Presentation	ELCC: 1.3 ELCC 5.0 CF: Apply content and pedagogical knowledge to the teaching and learning process.
Analyze, synthesize, and evaluate selected theoretical frameworks in their application to leadership in practice.	Assessed via: - Attendance, Class Participation Discussion - Scholarly Article Review - Journal - Leadership Podcast - General Assignments	ELCC: 2.1 CF: Apply content and pedagogical knowledge to the teaching and learning process.
Describe and apply theory and research to a selected leader with credibility and integrity	Assessed via: Leadership Reflection Interview	ELCC 2.1 CF: Engage in reflective practice
Apply theories or leadership and management to current issues	Assessed via: - Leadership Podcast - Leadership Interview / Journal - Final Presentation	ELCC 4.1 CF: Engage in reflective practice
Understand and apply argumentation in scholarly writing and debate	Assessed via: Attendance, Participation	ELCC 4.3 CF: Engage in reflective practice

	• Final Presentation • Leadership Podcast	
Evaluate and present a leadership/followership model, a motivation model, a distributed leader model, instructional leader model, and a model of your choice in terms of the theory and practice feedback loop.	Assessed via: • Final Presentation	ELCC 3.4 CF: Engage in reflective practice

Course Assignments

Attendance and Participation
10 points
Description: You are expected to attend class and fully participate. All readings and assignments should be completed prior to class. You will assess your attendance and participation at the end of the semester. Any missed class, in-person or online, will result in point deductions with your final score.

Leadership Podcast
15 points
Description: Students will be assigned a Podcast Production Team. You will produce a podcast on a topic a current challenge facing leadership in K-12 education. Use this assignment to broaden your knowledge base for future work, and future roles. You need to utilize current literature and reference such during your podcase. Specifically dive into a leadership theory and how this theory can be used to address this challenge. The podcast should be between 18-20 minutes in length. You will identify a topic and have it approved by the professor (no later than week 3 of class) with a minimum of 2 scholarly resources. I will answer any additional questions you may have during class. Be thinking about contemporary issues that are somehow related to school leadership. Utilize the CCU librarians as needed. This podcast will be shared with the class for Discussion Forum #3 for feedback and comments.

Reflective Paper based on leadership interview
15 points
Description:

You will choose a person in education administration with credibility and integrity to interview. In preparation for the interview, you should develop at least 10 questions to specifically ask them about, during the interview related to leadership and management and organization effectiveness. One question needs to specifically generate a response to the impact and use of technology in their role. After the interview, you will draft and submit a 5 to 7-page reflection on your interview linking leadership theories to further support the leadership of the administrator you interviewed.

General Assignments

10 Points (2 x 5 each)

- You will submit an original hierarchy of needs and present to the class.
- You will complete and turn in end of chapter exercises for chapter 4 (4.14.2, 4.3, and Puzzling through a course for organizational learning including Worksheet D and E.)

Journal (3)

15 points (5 points each)

Description:
You will keep a Journal (or journal) for our class. This should be kept in an online format which can be submitted at various times during the semester. You may be asked to respond to certain questions and various prompts in your Journal throughout the course. I will make you aware of the questions during classes. There will be three dates in which you turn in your journal for that time period.

You should also include the following items in your Journal (or journal) as needed and **without prompting**, throughout the course: essential questions from Brazer text, class notes, case studies, leadership puzzle responses, leadership strategies, effective leadership ideas, ideas with regard to shared leadership, relate theories to practical applications, followership, information linked to your career goals, ways to utilize data, tips for planning, assessment strategies, questions to be answered, useful websites, the names of texts, ways to increase productivity, goals, and action steps. Do **NOT** include other graded assignments you are completing in your journal.

The Journal length does **NOT** need to be exhaustive. You can use bullets or drawings in your journal. It is reference for future use.

The Journal will become increasing valuable to you as you progress in the program. I suggest you save it in multiple places. This assignment should be submitted in Moodle during various times in the semester.

Presentation

10 points

Description:
You will be assigned to teams. Your team will present on the following: Evaluate and present a selected leadership/followership model, a motivation model, a distributed leader model,

instructional leader model, and a model of your choice in terms of the theory and practice feedback loop. Why are these models of use to an educational leader? Show how they can be effectively utilized in the leadership of a school or district.

Mid-Term Exam
10 points
Description: You will have a mid-term exam. I will decide if the exam is essay-based, multiple-choice, oral, or a combination. The mid-term exam will address the first half of our class. This assignment should be submitted in Moodle.

Discussion Forums (3)
15 points (5 points each)
Description: Discussion questions will be posted on Moodle and each student will be required to respond to the discussion question with an initial post of a minimum of 500 words by Thursday of the week it is assigned. You will be required to respond to 2 of your peers' posts by Sunday at midnight. Responses should be a minimum of 250 words.

Format of Classes

This is a hybrid class. There are in-person class meetings and online class meetings for this course. All students are expected to attend all class meetings, there are also times where you will work independently or with a partner(s) as part of the class. Synchronous meetings are virtual on TEAMS and Asynchronous are independent weeks in which we do not meet at a set time.

Course Schedule

Note: This schedule is tentative and subject to change.

Additional readings assigned in Moodle.

Week	Dates	Topics	Assignments Due
Week 1 & 2 8/23	*8/21 Meet in Person 8/24 synchronous	Organizational Theory Understanding Schools and Districts Read Preface and Chapter 1 Brazer text	Hierarchy of Needs to present in class and turn in to Moodle (8/24) Exercise 1.2 (in class 8/24)

Week 3 8/30	8/31 synchronous	Schools as Open systems Read Chapter 2 Brazer text	
Week 4 9/6	9/7 synchronous	Open Systems Exercises Chapter 2 Other assigned reading for Discussion	Discussion #1
Week 5 9/13	9/14 Asynchronous *9/18 Meet in Person	School Leadership as Organized Anarchy Read Chapter 3	Journal #1 (9/19)
Week 6 9/20	9/21 Asynchronous	Interviews Organizational Learning Read Chapter 4	
Week 7 9/27	9/28 synchronous	Organizational Learning (Double Loop Learning) Read Chapter 4	Chapter 4 Exercises Due in Moodle and Discussed in class
Week 8 10/4	10/5 Asynchronous	Midterm Exam in Moodle	Midterm Exam 10/5
Week 9 10/11	10/12 synchronous	Leadership Traits vs. Transformation Read Chapter 5	Discussion Forum #2
Week 10 10/18	10/19 synchronous	Leading Change Read Chapter 6	Reflective Paper on Leadership Interview (10/24)
Week 11 10/25	10/26 Asynchronous	Podcast Production Teams Meet Final Presentation Teams Meet	Journal #2 (10/31)
Week 12 11/1	11/2 synchronous	Instructional Leadership Chapter 7	
Week 13 11/8	11/9 Asynchronous	Distributive Leadership Chapter 8 Final Presentation Teams Meet this week	Discussion Forum #3 Podcast Due (11/11)
Week 14 11/15	11/16 synchronous	Your Roll as a Leader Chapter 9	
Week 15 11/22	NO CLASS	NO CLASS Thanksgiving Break	Journal #3 (11/28)
Week 16 11/29	*12/4 Meet in Person	Presentations	Leadership Presentation (12/4)

Grading Scale:

There are a total of 100 points available on graded assignments.

A: 90-100	B: 80-89	C: 70-79	D: Contact Professor

Attendance Policy:
Written documentation is needed to confirm all excused absences such as: a recognized emergency or from a serious illness. It is the responsibility of each student to assume the loss of instruction when not in attendance. It is also the sole responsibility of each student to obtain any missed instructional materials and/or notes. It is advisable that you designate another classmate to collect your materials in your absence. Please note that the Coastal Carolina University catalog states that an instructor is permitted to assign an F to a student with unexcused absences in excess of 25% of regularly scheduled class meetings.

Course Schedule PHDE 701
Note: This schedule is tentative and subject to change.

Conceptual Framework
The overarching theme of the Conceptual Framework for all educator preparation programs is *"The Educator as Reflective Practitioner."* The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program.

The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.
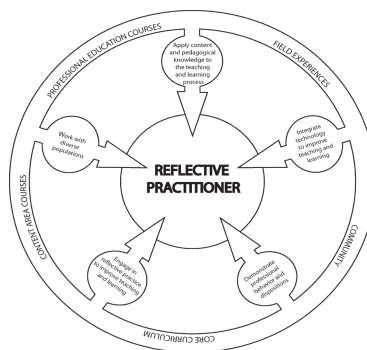
Technology and Technical Support

Moodle Requirements: You can get assistance with Moodle issues at this link: https://www.coastal.edu/secure/index.html

Technical Support from Student Computing Services

Check the website for hours, locations and other services (http://www.coastal.edu/scs).

Student Computing Services Main Phone: 843.349.2220

A list of on-campus Help Desks and the Help Request Form can be found at this link: (http://www.coastal.edu/scs/index.html?type=helpdesk).

Office of Accessibility and Disability Services Statement:
Coastal Carolina University is committed to providing reasonable accommodations for all persons with disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office of Accessibility and Disability Services. This office is in Indigo House and the phone number is 843-349-2341. Please make an appointment with a staff member in Accessibility and Disability Services so that such accommodations can be considered. To receive academic accommodations for this class, please obtain the proper forms and meet with me to discuss the provisions of those accommodations as soon as possible. It is recommended that this must be completed within the first two weeks of class. http://www.coastal.edu/disabilityservices

Academic Integrity Code:
Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.
On my honor, I pledge:
☐   That I will take responsibility for my personal behavior; and
☐   That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.
From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.
 Inclement Weather Statement:

Closing of the University for Inclement Weather
In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University's homepage. Review the Hazardous Weather and Emergency Conditions Leave Policy (FAST-HREO-220). Instructors may refer to the Contingency Instruction website or

Section VIII N. Contingency Instruction for information about what to do if class has been cancelled.