



The University of Texas at Tyler

College of Education and Psychology

School of Education

EDLR 5310 – Leadership Theory and Practice

Instructor Information

Session	Long Summer 2024: May 13, 2024-August 10, 2024
Last Day to Withdraw	July 12, 2024
Credit	3 hours
Course Meeting/Room	Online/Canvas
Office Hours	By Appointment
Instructor	Dr. Jennifer Watters
Contact	903-746-5753 (cell) jwatters@uttyler.edu

Course Catalog Description: An introduction to school administration, including the theoretical and historical development of school administration as an academic discipline, an examination of organizational behavior and theory, an exploration of political and legal structures which impact schools and school administration, and the development of the concepts and practices associated with successful leadership and decision making.

Student Learning Objectives: Upon completing this course, the student will ...

Objective	Texas Principal Standard
Understand historical management and leadership theories and how they have influenced leadership development.	2(A)(ii), 3(B)(i)
Recognize the importance of appreciating faculty and staff, and participate in a simulation requiring positive recognition.	2(A)(i)(I), 5(A)(i)(V), 5(A)(ii)
Identify positive attributes of exemplary teachers.	1(A)(i)(I),
Reflect upon areas in which they personally must improve to take leadership positions.	2(A)(i)(VI), 3(A)(i)(III)
Understand current legal issues and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Describe what it means to support teachers and provide strategies for doing so.	3(A)(i)(VII)
Recognize the importance of hiring great teachers exemplifying the traits needed for teaching success.	1(B)(ii), 2(A)(i)(III), 2(B)(i)
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V),
Reflect upon the role of standardized testing within our schools.	1(A)(ii), 3(A)(i)(III)
Understand ways in which to improve standardized test scores through using the role of the principal to influence teacher performance.	2(B)(iv), 2(B)(ii), 5(A)(i)(II)
Recognize and define the school characteristics that focus on student achievement.	3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)
Compose a T-PESS self-evaluation and goal-setting, synthesizing educational leadership theory.	ALL

[Click here for a copy of the Texas Principal Standards](#)

Required Text: Whitaker, T. (2020). *What Great Principals Do Differently: 20 Things That Matter Most* (3rd ed.). Routledge. **This text is available for free as an e-text from the UT Tyler Library. Access is available in Canvas.**

Course Requirements

Related Field Experiences

The course does not have a formal field experience component, but it is expected that the student utilizes personal educational experience to bring unique perspectives to the discussions.

Teaching Strategies

The course will be taught using lecture, group discussion, simulation activities, presentations, and assignments.

Communication Plan

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at jwatters@uttyler.edu. Also, I have provided my cell phone number. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I will reply to emails within 24 hours during the workweek, but over the weekend, I may be delayed. If you have an emergency, please do not hesitate to contact me on my cell.

I utilize the Announcements feature in Canvas regularly for reminders, news, and support. Students are expected to check this regularly for ongoing communication.

Class Participation

Given the constructivist design of the class and the online delivery format, it is imperative that this course is interactive. It is my expectation - and I am certain yours as well - that all students participate fully in all activities and assignments in order to maximize their learning experience.

For this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter discussions, to ask relevant questions, and to share reflection. This means that each student should be:

- conscious of the class schedule and the requirements for each class (knowing what to be prepared for),
- self-disciplined (spending time to be fully prepared),
- eager to share with your classmates (participating actively by sharing what you have prepared). Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

Major Course Activities / Assignments

Discussion Boards	The student will actively engage in written and/or video dialogue with their colleagues on the course content as a Virtual Learning Community.
Simulation/Observation Activities	The student will participate in a variety of simulation and observation in leadership activities and report their findings in varied formats.
Projects / Papers	The student will complete projects and formal papers designed to address relationship building, personal leadership philosophy, and an application of leadership theories with connections to the Texas Principal Evaluation & Support System.

The above information is intended to familiarize the student with the types of course activities / assignments. It is not meant as an exhaustive description. Detailed information related to course activities / assignments will be provided in course module.

Course Schedule: The course schedule with specific dates will be provided as a Syllabus Addendum (attachment) when the course begins on Monday, May 13, 2024.

Assignment Category Weight

Assignment Type	% of Course Grade
Discussion Boards	35%
Simulation Activities; Observational Exercises; Assignments	35%
Personal Philosophy & Style of Leadership Paper	10%
T-PESS Leadership Assignment	10%
Final Exam	10%

Assignment Due Dates

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria—assignment descriptors and/or rubric. All assignments must be submitted by the date listed on the assignment schedule. **No late work is accepted.**

Course Grading

A	90-100% of points
B	80-89% of points
C	70-79% of points
D	60-69% of points
F	below 59.9% of total points

Professor guidelines/expectations related to grading and coursework:

1. All assignments must be submitted to receive an A in this course.
2. No late work is accepted, including discussion board posts.
3. If an initial discussion board post is submitted after the due date, no points will be awarded. Engaging in peer response will not earn partial credit.
4. Initial Discussion Board posts are always due on a Tuesday by midnight. This allows a few extra days to read before posting while also allowing sufficient time for the small group to review posts and respond by the following Sunday. If Tuesday due dates are challenging for you, self-schedule your initial posts for the Sunday prior.
5. Modules are 2 weeks long, and there are 7 modules in this course. If you wait until due dates or the end of the module to engage in the readings and assignments, you will not be successful in this course.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. **The Census Date for Summer 2024 is May 28, 2024.** The actions include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of

modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student**

Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- (i) "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- (iv) All written work that is submitted will be subject to plagiarism review, available on Canvas.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.