

*Doctor of Education Degree in Educational Leadership*  
*A Consortium of Southeastern Louisiana University & the University of Louisiana at Lafayette*

**EDL/EDLD 810 Leadership Theory & Practice**

**Course Description**

Credit 3 hours. This course is designed to examine leadership as a primary force which provides purpose and direction and shapes the quality and character of institutions. It presents a comprehensive examination of current research relating to effective educational leadership. Knowledge of past models of leadership is linked with an analysis of the complexities of contemporary schools, and the skills required to assume the role and responsibilities of the administrator in restructured school environments. Emphasis is placed on skills involving articulation of organizational mission, collegial engagement and consensus building, implementing and sustaining the change process and total quality management. Coursework is designed to serve as a basis for professional reflection to guide the formulation of a personal theory of educational leadership.

**Conceptual Framework**

Southeastern Louisiana University  
College of Education and Human Development  
Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY) are included in the assessment process as themes that are integrated throughout all programs in the educational unit. The following is the link to the conceptual framework on the COEHD website:

[http://www.selu.edu/acad\\_research/colleges/edu\\_hd/about/conceptual\\_framework/index.html](http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/index.html)

(The University of Louisiana at Lafayette has a Conceptual Framework unique to its College of Education.)

**Course Objectives**

Upon completion of the course, the student will be able to

- Provide current definitions of skillful administrative leadership and its potential for organizational transformation. KL PS CK
- Define the change process and the leadership skills involved in managing and sustaining that process. SM
- State the changes in rules, roles and relationships related to leadership in restructured schools. PS DV
- Describe total quality management as applied to educational leadership. CK

- Describe problem-solving strategies and techniques. SM
- Describe initiation, management, and evaluation of change processes through a comprehensive examination of leadership used to analyze case studies. PS DV
- Describe the application of leadership and applicable theories to “real” school problems through the use of case studies and simulation. PS DV CK
- Describe philosophical, ethical, social and economic influences that impact contemporary public schooling and leadership responses as they analyze problems and suggest strategies for resolving them. PS DV
- Describe the development of a plan for building linkages between district goals and community priorities after making an analysis of their area school or district. CK
- Conduct an analysis of a school organization including school or district improvement plans, local policy manuals, teacher and student handbooks, and school safety plans. CK
- Describe leadership theory and its application in the role of a school leader through preparation of a paper on how to articulate the district’s vision, mission, and how to build support among constituent groups. PS CK
- Describe contemporary intellectual movements and their impact on the work of schools and preparation of an analysis of varied school activities through the use of these movements. CK

### **Diversity**

Students will be prepared to function in a diverse environment and/or community.

### **Technology**

Students will be prepared to utilize technology in their professional environment or practice.

### **Methodologies**

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

### **Field Experiences**

Field experiences may be required in this course in order to meet the course objectives.

### **Course Assessment/Evaluation Method**

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

### **Unit (COEHD) Assessment**

Artifacts to be designated by the instructor will be placed in the student’s Portfolio on Pass-Port, the unit’s required electronic portfolio system.