ASU College of Education
Department of Curriculum & Instruction
EDG 6363 Leadership
Spring A 2013

COURSE SYLLABUS

Professor: Alaric A. Williams, Ed.D**.**   **Telephone:** 325.942.2647
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Office Hours: MTWR: 9:30am-10:30am & 1:30PM-2:30PM
               or by appointment

EDG 6363 Leadership
Online Course

Course Description: The purpose of this course is to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. You will come to understand the concept of relational leadership and how it differs from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. You will also develop your own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill applications through course activities. It is not intended for leadership development.

Optional Text:
Kouzes, J.M. & Posner, B.Z. (2008). The Student Leadership Challenge. Five Practices for Exemplary Leaders. San Francisco, CA: Jossey-Bass

Required Text:
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6ᵗʰ ed.). Washington, DC: American Psychological Association.
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Student Learning Outcomes:
By the end of the course, the candidate will:
   1. Understand the processes, practices and purposes of leadership in higher education institutions.
   2. Understand historical foundations.
   3. Know various ways in which leadership is defined, the expectations those definitions create, and the ways in which leaders do and do not meet their own (and other's) expectations.
   4. Understand links between the theory and practice of higher educational leadership.
   5. Apply personal reflection on students' own leadership style tendencies, skill, and development needs.

6. Recognize self-awareness through the exploration of values, beliefs, culture and identity.
7. Explore ways in which higher education settings create unique challenges to leadership and how leadership differs at different levels in different institutions.
8. Apply perspectives in examining both the theory and practice of leadership.
9. Understand the relationship between ethics and leadership.

Competencies/Standards:
You can find a copy of the Master of Education in Student Development & Leadership in Higher Education NASPA/ACPA Standards in Blackboard. Competencies along with guidelines are located in the Organization tab.

Master Knowledge and Skills
Students will:
Demonstrate advanced knowledge, skills and values appropriate to their chosen discipline.
Demonstrate the ability to work as individual researchers/scholars and in collaboration with others.
Demonstrate the ability to be creative critical thinkers and to apply new technologies appropriate to their chosen discipline.

Master Communication and Dissemination
Students will:
Be required to demonstrate advanced oral and written communication skills appropriate to their chosen discipline.
Demonstrate global perspectives appropriate to their chosen discipline.

Master Leadership and Social Responsibility
Students will:
Comprehend and practice the ethical principles appropriate to their chosen discipline.
Understand and value individual differences, and have the skills to work effectively in a diverse, changing world.

Methods of Instruction: Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor for help immediately.

Candidates are responsible for participation in discussion boards and other activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements:
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the

academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. **Candidates' Participation:**

   Candidates should participate actively and enthusiastically in all online discussions. Readings, school, and university experiences will prepare candidates for discussions.

   When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each student is:** (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another student's posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

2. **Candidates' Written Work:**
   - Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
   - Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
   - Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.

- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
- Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.

3. **Candidates' Communication:**

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings:
A list of required readings will be posted in Blackboard.

Evaluation:

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

> A- 100 to 90 (90%)
> B- 89 to 80 (80%)
> C- 79 to 70 (70%)
> F- below 70

Quality work that is presented in a professional and timely manner is an important part of your performance and grade evaluation. **Late work will be accepted <u>at no more than half the original value.</u> Lateness will be determined by the posting date and time your assignment is submitted in Blackboard.**

Communication:
Candidates must communicate with the professor via the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, e-mail and Task Stream. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, grading information, and instructions. Candidates should contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other assistance. This should be done EARLY in the class, preferably before the first class day. Make sure you have access to the Student Development Organization on Blackboard for access to additional information.

Research Writing Style:
In the Department of Curriculum and Instruction all candidates should adhere to
American Psychological Association Publication Manual (APA) when completing written
assignments, and when applicable, *in* other electronic or media-style presentations. The
APA Manual is available at the ASU library, at the bookstore, or on-line at www.apa.org.

American Psychological Association. (2009). *Publication manual of the American
        Psychological Association* (6th ed.). Washington, DC: American Psychological
        Association.

If a template is provided for a specific assignment in Blackboard, follow those
instructions.

Assignments	Description	Total Points
Introductions/Syllabus Assignment	Write a brief description of your current role/career, the role you desire the specific higher education position and preferred setting. Also attach a photo of yourself for classmates to see.	10
Online Discussions	(1) Post a response to the initial posting by the professor; and (2) Post a response to 1 other students' posting. (2 total postings per discussion)	20
Philosophy Statement	Write your own personal philosophy of leadership.	10
Leadership Study	Investigate a dissertation written on leadership in higher education (student affairs, university or community college).	20
Leadership Action Plan	Reflect on your ability to demonstrate leadership	20
Response Papers	A brief summary of the readings and your reaction/response to the reading	20

Attendance Policy:

When prompted by discussion boards, **the minimum response from each candidate is:** (1) to post a response to the original or initial posting by the professor; and (2) to post a response to 1 other candidates' posting. More frequent responses are allowed so that each student can learn from peers and professor's insights.

Persons Seeking Accommodations:

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.

Academic Honesty:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Assignments
Exceptional participation and assignment completion are an important part of your performance and grade evaluation. **Late work will be accepted <u>at no more than half the original value. Lateness will be determined by the posting date and time your assignment is submitted in Blackboard. All work will be submitted via ASU's Blackboard system. ASSIGNMENTS SHOULD NOT BE EMAILED TO THE PROFESSOR.**</u>

<u>Class Schedule</u>

Due Date	Assignment
January 16	Syllabus assignment
January 18	Introduction post
January 25	Philosophy statement
February 1	Discussion 1
February 8	Response/reaction paper 1
February 15	Leadership Study
February 22	Discussion 2
March 1	Response/reaction paper 2
March 8	Leadership Action Plan