Leadership in Higher Education
COURSE SYLLABUS
Spring 2010

Course Description
This course is designed to examine organizational theory, models, polices, governance and management processes, leadership perspectives and leadership theory. A review of research and new conceptual perspectives are included. This courses serves as an introduction to the academic study of leadership on university campuses. It assumes some general exposure either to the theoretical concepts and/or the actual practice of leadership. It is not intended for leadership development.

Course Objectives
1. To develop and understanding of the processes, practices and purposes of leadership in higher education institutions;
2. To span historical foundations;
3. To consider 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. To provide links between the theory and practice of higher educational leadership;
5. To encourage personal reflection on students’ own leadership style tendencies and skill development needs;
6. To expose students to core text/studies; literature reviews, and classic pieces of literature in the field;
7. To explore ways in which higher education setting create unique challenges to leadership and how leadership differs at different levels in different institutions;
8. To learn to take multiple perspectives in examining both the theory and practice of leadership.

Method of Instruction
Students will be involved in interactive activities both in the classroom and online. The online portion will take place in Blackboard. Readings, professional journals, presentations and reflective writings will be used to assist the student’s understanding of leadership in higher education entities.

Course Requirements
Students are expected to complete all activities in order to successfully complete the course. Since this course includes some face-to-face discussions of material, students are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask for help immediately.

Major Course Activities
1. Reading Summaries
2. ASU LEAD presentations
3. Online Discussions
4. Journal Articles
5. Diversity Presentation
6. Interviews
7. Comprehensive Program Evaluation

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<thead>
<tr>
<th>Course Evaluation Plan</th>
<th>Potential Points</th>
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<tbody>
<tr>
<td>Summaries</td>
<td>300</td>
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<tr>
<td>LEAD presentation</td>
<td>100</td>
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<tr>
<td>Journal articles</td>
<td>100</td>
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<td>Diversity Presentation</td>
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<tr>
<td>Online Discussions</td>
<td>100</td>
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<tr>
<td>Professional Interviews</td>
<td>200</td>
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<tr>
<td>Comprehensive Program Evaluation</td>
<td>100</td>
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<td>1,000</td>
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Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. Grammar, typographical errors, proper paragraphing, and spelling are important; have someone proof read your papers.

All submittals must comply with the sixth edition of the APA Publication Manual. It is recommended that you use Times New Roman or Courier New, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently valid references. Electronic references are discouraged; utilize electronic sources that provide valid reference information or that provide information needed for an APA style reference: author’s name, date of publishing, editor, publisher, etc.

Your grade is a sum of assignment scores. You receive points for each assignment as indicated on the assignment instruction page and your Blackboard grade sheet. The quantities of points you receive are determined by the instructor’s evaluation of your performance.

There is a penalty for turning in assignments in an unacceptable format or late. Assignments must be posted on Blackboard no later than 11:55PM of the date they are due.

**Grade Assignment Criteria**
Exceptional participation and assignment completion are an important part of your performance and grade evaluation. A 30% deduction will be enforced on work turned in late. All work will be submitted via ASU’s Blackboard system. Assignments should not be emailed to the professor.

**Textbook**
No textbook required.

**Special Considerations**
“Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such
accommodations prior to any accommodations being implemented. You are encouraged
to make this request early in the semester so that appropriate arrangements can be made.”

“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.

Contacting the Professor
Alaric A. Williams, Ed.D.
Assistant Professor
Department of Curriculum & Instruction
Angelo State University
Carr 111
325.942.2647 ext. 263
Alaric.Williams@angelo.edu

Office Hours: Monday-Friday 9:30-10:30 and 1:30-2:30
E Hours: 8-9 am OR by Appointment

Major Course Activities Detail

Reading Summaries (50 points each for a total of 300 possible points)
You will be given professional readings throughout the semester. After reading each
document(s) you will write a personal reaction paper that describes what you found
potentially useful in your reading. In a 1-2 page paper, synthesize each chapter into 3 to 5
points that best describe the content of the reading. Give justification for the importance
of each point.

LEAD presentation (100 possible points)
The Leadership Certificate Program at Angelo State University is an opportunity to
provide students with a wide range of leadership opportunities, hoping to assist ASU
students to become well-rounded individuals who contribute both to the university and
the community. As part of this course, you will be required to present one of four of the
LEAD sessions that are conducted during the semester. A list of topics will be given
to you to choose from. You are allowed to use any materials necessary for a successful
presentation/workshop. Such materials included but are not limited PowerPoint,
handouts, group activities, etc. Your must be 45 minutes to 1 hour.

Diversity presentation (100 possible points)
A 15-20 minute presentation over diversity in higher education leadership will be
conducted in class. The goals of this assignment is for you to teach the class about a
group of leaders as unique in terms of course content and/or other leadership matters
raised in what you read to prepare for your presentation. You may use PowerPoint,
posters, or other visuals if you want. Possible topics will be provided for you. In order for
the class to get the most exposure to diversity, you will need to inform the professor
which topic you plan to present. Those who commit early to a particular topic are more
than likely going to get their first choice. A framework for your presentation will be given to you during the first class date.

**Online Discussions** (20 points each for a total of 100 points possible)

Online discussions will take place during designated weeks. These discussions will comprise of a one or more topics given by the instructor. Students are expected to sign in, locate the topic and answer the question(s). It is required that you post your answer to the topic and then respond to at least three (3) other responses for a total of 4 posts. Responses, remarks and general statements should be treated in a professional manner. Remember, you can agree to disagree. The discussions will be posted for one week prior to due date and will close at 11:55pm on specified due date.

**Professional Journal Article** (100 possible points)

A contemporary journal article is to be reviewed. Any national or state journal that focuses on student development, student affairs and/or research is acceptable. Limit your written review to no more than 2 pages. The article review should include (1) a citation for your article built using the Publication Manual of the American Psychological Association guidelines, (2) a brief review of the major tenets of the article and (3) a personal reaction statement related to the article. The length of the personal reaction should match that of the major tenets (no short “I enjoyed this article” responses). Describe specifically what you liked or did not like about the article and explain why you believe that way. The journal article is due as listed on the Course Calendar.

**Interview Assignment** (100 possible points for a total of 200 possible points)

Locate and schedule an interview with an administrator preferable a student development professional. It is recommended that you interview individuals in your possible areas of interest. Discuss the aspects of their profession including professional and educational requirements, qualifications, etc. You will also need to find out what legal, ethical, and/or diversity issues are currently common in their specific line of duty. Complete a written report of the interview that summarizes the major points of the conversation. The report should end with a discussion of what you gleaned from the experience. Limit your written report to no more than four pages.

**Comprehensive Program Evaluation** (100 possible points)

Counseling Majors-Course content will be linked to TExES standards related to school counseling as found at [https://secure.sbec.state.tx.us/sbeconline/virtcert.asp](https://secure.sbec.state.tx.us/sbeconline/virtcert.asp). The student will demonstrate proficiency in the standards addressed in the above document related to this course. The proficiencies will be documented in an electronic portfolio using TaskStream software. The portfolio will include a minimum of two and no more than three artifact [work samples created during the course] developed during this course and a corresponding explanation of how the artifacts relate to the student’s mastery of the standards.

Student Development, EdDiag., EdAdmin, C&I Majors-Course content proficiencies will be documents in electronic portfolio TaskStream software. The portfolio will include a
minimum of two and no more than three artifacts [work samples created during this course] developed during this course and a corresponding explanation of how the artifacts relate to the student’s professional development. It is HIGHLY RECOMMENDED you begin this assignment well before the due date.

Other Majors-In lieu of the portfolio above, write a response to the following question: What did you learn during this counseling course that you foresee as aiding your success in your chosen major and its corresponding job. Use your best writing skills. Cite your references well. The final product should be a typed paper of no more than four pages.

*Note: Supplemental instruction dates are provided to reinforce and extend your out-of-class learning. Attendance at these sessions is not required (and will not count for or against your final grade) but is highly encouraged.

**Course Calendar**

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<th>Assignment</th>
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<tbody>
<tr>
<td>Supplemental Instruction Date</td>
<td>Saturday, January 23</td>
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<tr>
<td>Summary 1 &amp; 2</td>
<td>Monday, February 1</td>
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<tr>
<td>Online Discussion 1 &amp; 2</td>
<td>Monday, February 15</td>
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<tr>
<td>Journal Article/Online Discussion 3</td>
<td>Monday, March 1</td>
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<tr>
<td>Diversity Presentation (Round 1)</td>
<td>Saturday, March 6</td>
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<tr>
<td>Interview #1/Summary 3</td>
<td>Monday, March 22</td>
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<tr>
<td>Diversity Presentation (Round 2)</td>
<td>Saturday, March 27</td>
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<tr>
<td>Online Discussion 4/Summary 4</td>
<td>Monday, April 5</td>
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<tr>
<td>Diversity Presentation (Round 3)</td>
<td>Saturday, April 17</td>
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<tr>
<td>Online Discussion 5/Summary 5</td>
<td>Monday, April 19</td>
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<td>Interview #2</td>
<td>Monday, May 3</td>
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<tr>
<td>Comprehensive Program Evaluation</td>
<td>Monday, May 10</td>
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