ANGELO STATE UNIVERSITY
Department of Curriculum and Instruction

EDG 6363-DS2
LEADERSHIP
Fall-B 2019
GINA SHIPLEY, Ed.D.

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COURSE INFORMATION

COURSE NUMBER
EDG 6363 – DS2

COURSE TITLE
Leadership

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http://blackboard.angelo.edu
The course begins on October 21, 2019 and ends on December 13, 2019.

COURSE DESCRIPTION
This course is an examination of organization theory, models, and policies; governance, and management process; and leadership perspectives and leadership theory. A review of research and new conceptual perspectives will be included.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Gina Shipley, Ed.D.
Email: gina.shipley@angelo.edu

INSTRUCTOR TEAM
Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES
By the end of the course, the student (candidate) will be able to:

• Understand the processes, practices and purposes of leadership in education institutions.

• Understand historical foundations of leadership in education institutions.
• 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.
• Differentiate between theory and practice.
• Apply personal reflection on student’s own leadership style tendencies, skill, and development needs.
• Understand the relationship between ethics and leadership.
• Demonstrate graduate level communication skills especially in writing.
• Find and use helpful resources through the library and via the web in order to obtain more about issues in educational leadership.

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

RECOMMENDED READINGS
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS
A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php. Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

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

The following grading scale is in use for this course:

- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%
**METHODS OF INSTRUCTION**

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate’s writing skills, presentation skills, collaboration, analysis, and practical application/experience.
- Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

**COMMUNICATION**

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

**CANDIDATE COMMUNICATIONS:** Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

**WRITTEN SUBMISSIONS:** It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

**USE GOOD “NETIQUETTE”:**

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION
• Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
• Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
• If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE & PARTICIPATION
Courses in the Department of Curriculum & Instruction are distance courses. Distance courses are different than correspondence courses; they require regular and timely participation, interaction, and engagement from the candidate and instructor(s). Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.
Faculty are required to confirm attendance of candidates in a course at the beginning of each term to the ASU Registrar Office as part of complying with regulations regarding the administration of federal financial aid. In accordance with ASU processes and federal regulations, academic attendance in a course is considered active engagement which includes but is not limited to submitting an academic assignment or participating in an online discussion in the course about academic matters. Logging into an online course without active participation does not meet academic attendance requirements. The last date of course attendance for reporting to the Registrar will be the last date of active engagement in the course.

Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.

Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules.

Candidates should participate in discussions with their peers about the content through Class Café in the courses.

Candidates are expected to participate in learning activities that include practical experiences in the field of study.

When candidates have questions about course requirements, they should discuss immediately with the course instructor since many of the course tasks build on one another.

**LIBRARY RESOURCES**

Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at [www.angelo.edu/services/library/](http://www.angelo.edu/services/library/). Information on library resources is available in the Orientation tab of each course. All candidate can also use the Ask A Librarian research support feature.

**ASSIGNMENT SUBMISSION**

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

**LATE WORK OR MISSED ASSIGNMENTS**
All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

RESUBMISSION OF ASSIGNMENTS
During their studies at Angelo State University, students may find themselves writing on the same or similar topics; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.

ASU recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses. In general, students may use only small portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper to another. Any use of prior work is at the discretion of the instructor: students must receive prior approval from their instructor, who may request a copy of the previous work. When using their own scholarly work in subsequent assignments, students should cite themselves as a primary author and their previous coursework as unpublished papers, as shown in The Publication Manual of the American Psychological Association, 6th Edition.

INCOMPLETE GRADE POLICY
It is the policy that incomplete grades be reserved for student illness or personal misfortune. Please contact your faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

POLICIES RELATED TO THIS COURSE
All candidates are required to follow the policies and procedures presented in the following documents:
- Angelo State University Student Handbook
  http://www.angelo.edu/student-handbook/
- ASU Undergraduate and Graduate Catalog
  http://www.angelo.edu/catalogs/
- Academic Calendar
  https://www.angelo.edu/services/registrars_office/academic_calendar.php

ACADEMIC INTEGRITY
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.
The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, ideas, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Candidates are expected to know and understand behaviors that can constitute academic misconduct. An academic integrity module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete an Academic Integrity Statement of Understanding acknowledging that the candidate has read and agrees to the Academic Integrity Standards, has passed the Academic Integrity Quiz with a score of 90% or higher, and understands the penalties associated with violations of the academic integrity standards.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

STUDENTS WITH DISABILITIES
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability
Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford, Director of Student Disability Services  
Office of Student Affairs  
(325) 942-2047  
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS  
Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX  
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.

You may submit reports in the following manner:

- **Online:** www.angelo.edu/incident-form
- **Face to Face:** Mayer Administration Building, Room 210
- **Phone:** 325-942-2022
- **Email:** michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171)*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s
policy please visit: www.angelo.edu/title-ix.

**BASIC NEEDS**
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs Center (multicultural@angelo.edu; 325-942-2729).

The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that they may possess.

**SYLLABUS CHANGES**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**ASSIGNMENT OBJECTIVES & DUE DATES**
All activities should be submitted by 11:59 pm (CST) on the date as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions may be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>By the end of the course, the candidate will:</td>
<td>Plagiarism Module</td>
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<tr>
<td></td>
<td>Academic Integrity Statement of Understanding</td>
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<td>Wednesday, October 23</td>
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<tr>
<td>PRE-MODULE &amp; ORIENTATION</td>
<td>Syllabus Review</td>
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<tr>
<td>Review and confirm understanding of syllabus.</td>
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<tr>
<td>Review and confirm understanding of plagiarism and academic misconduct.</td>
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<tr>
<td>Create an academic portfolio to document progress toward program competencies.</td>
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<tr>
<td>MODULE 1</td>
<td>Academic Portfolio Creation</td>
<td></td>
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<tr>
<td>Acclimate to the classroom and get to know other students.</td>
<td>Leadership Padlet Creation</td>
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</table>


Respond to a fellow scholar in a dialogue format.

Examine the elements of themselves and their own awareness of educational leadership.

Apply personal reflection on his/her own leadership style tendencies, skills, and developmental needs.

Begin to articulate a personal leadership philosophy.

Be sure that you are looking ahead at future assignments! Modules 3, 5, and 6 will require advance preparation and work.

In particular, be aware that Module 5 requires you to interview an educational leader, and that assignment is due on Sunday, November 24.

**THANKSGIVING WEEK!**

Module 6 is a discussion board based upon a leadership book review. Thursday, November 28, is Thanksgiving, so plan ahead and read your book early in the session so you are prepared!

This initial post for this assignment is due on Friday, November 29, (Black Friday), with the final response posts due on Sunday December 1.

<table>
<thead>
<tr>
<th>MODULE 2</th>
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<tbody>
<tr>
<td>Describe the influence of emotional intelligence on educational leadership.</td>
<td>Emotional Intelligence 10 Sunday, November 3</td>
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<tr>
<td>Understand the role of the leader in developing an environment supportive of diverse leadership development.</td>
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<tr>
<td>Describe skills and attitudes of a leader for creating and sustaining an emotionally intelligent educational environment.</td>
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<tr>
<th>MODULE 3</th>
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<tbody>
<tr>
<td>Understand foundations of leadership theory and models.</td>
<td>Leadership Theory: Teach Your Peers Discussion Board 15</td>
</tr>
<tr>
<td>Differentiate links between theory and practice.</td>
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<tr>
<td>Apply theory to scenarios in the educational environment.</td>
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<tr>
<td>Create a presentation to convey information about leadership.</td>
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<tr>
<td>MODULE 4</td>
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<tr>
<td>Understand the processes, practices, and purposes of leadership in educational institutions.</td>
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<td>Differentiate links between theory and practice.</td>
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<tr>
<td>Apply learning about educational leadership to a current issue or problem at an educational institution.</td>
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<tr>
<td>Current Cases in Educational Leadership</td>
<td>15</td>
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</tbody>
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<tr>
<th>MODULE 5</th>
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<tr>
<td>Know various ways in which leadership is defined, the expectations those definitions create, and the way in which leaders do and do not meet their own (and other’s expectations).</td>
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<tr>
<td>Explain the values and processes that lead to organizational improvement.</td>
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<tr>
<td>Apply personal reflection on student’s own leadership style tendencies, skill, and development needs.</td>
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<tr>
<td>Understand the relationship between ethics and leadership.</td>
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<tr>
<td>Differentiate links between theory and practice.</td>
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<tr>
<td>Educational Leader Interview &amp; Portfolio</td>
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<tr>
<th>MODULE 6 – Thanksgiving Week!</th>
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<tbody>
<tr>
<td>Identify various leadership theories, models, and practices in current literature.</td>
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<tr>
<td>Connect leadership theory to educational leadership and future practice.</td>
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<tr>
<td>Summarize readings into helpful analysis for educational practitioners.</td>
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<tr>
<td>Analyze and evaluate scholarly literature.</td>
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<tr>
<td>Leadership Book Review Discussion Board</td>
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<tr>
<th>MODULE 7</th>
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<tr>
<td>Apply personal reflection on his/her own leadership style tendencies, skills, and development needs.</td>
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<tr>
<td>Leadership Philosophy</td>
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</table>
Recognize self-awareness through the exploration of values, beliefs, culture, and identity.

Articulate a personal leadership philosophy by applying learning from throughout the course.

<table>
<thead>
<tr>
<th>MODULE 8</th>
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<tbody>
<tr>
<td>Present and defend judgments about the information and assignments related to leadership.</td>
<td>Academic Portfolio Submission And Reflection</td>
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<tr>
<td>Define and articulate organizational leadership in regard to specific educational organization.</td>
<td>Course Evaluation</td>
<td></td>
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<tr>
<td></td>
<td>Organizational Leadership Padlet</td>
<td>5</td>
</tr>
</tbody>
</table>

*Rev. October 3, 2019*