



Syllabus: EDLE 5703 Personal Leadership for Ed Professionals

Gordon T. & Ellen West College of Education
EDLE-5703-X10 Personal Leadership for Education Professionals
Fall Semester 2026, Term A: August 24 – October 16, 2026

Contact Information

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Instructor Response Policy

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Course Description

An understanding of human behavior, beginning with knowledge of self and leading to the understanding of others, is necessary for successful leadership in organizational settings. This course provides students with opportunities to analyze their values, behaviors, and skills related to effective leadership in an educational context. Course may not be used for students seeking principal certification.

Textbook & Instructional Materials

- Kouzes, J. & Posner, B. (2021) *Everyday people, extraordinary leadership: how to make a difference regardless of your title, role, or authority*, 1st Edition. Wiley Publisher. ISBN-10: 1119687012. ISBN-13: 978-1119687016.
- Rath, T. & Conchie, B. (2008). *Strengths based leadership: great leaders, teams, and why people follow*. Gallup Press. ISBN-13: 9781595620255.
- Whitaker, T. (2020). *What great principals do differently: twenty things that matter most*, 3rd edition. Eye on Education. ISBN-10: 036734467X. ISBN-13: 978-0367344672.

The Compressed Semester

This is a 16-week course that has been compressed into eight weeks to allow students to focus on a single class in each half of a traditional semester rather than taking two classes concurrently. As a compressed class, please expect 16 weeks of content during this eight-week time period. Demands and expectations will be high, but students will not be trying to balance the workload with another class this term.

Course Objectives/Learning Outcomes/Course Competencies

- Candidates analyze themselves with regard to values, behaviors, and skills related to successful school improvement. (D II, Comp 5, TAC 241.15e1, TAC 241.15e2)
- Candidates develop a professional growth plan for self, based on self-assessment. (D II, Comp 5, TAC 241.15e2)
- Candidates examine the practice, growth and motivation of effective leaders. (DIV, Com 8, TAC 241.15e2, TAC 241.15e9)
- Candidates develop a personal leadership model for their own practice as a leader. (D I, Com 1; DIII, Com 6; DVI, Com 11, TAC 241.15e1, TAC 241.15e2))
- Candidates learn the foundations of leadership theory and practice appropriate to any organizational setting. (DI, Comp1 & 2; DII, Com 4, 241.15g2)
- Candidates reflect on leadership learning. (DIV, Com 8, TAC 241.15e1)

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Syllabus Changes or Updates

This syllabus is subject to change based on a variety of factors that may impact the hybrid course design.

Grading/Assessment

Table 1: Points allocated to each assignment

<u>Assignments</u>	<u>Points</u>	<u>Calculated/Due</u>
Discussion and Chapter Activities	35	(7 activities X 5 pts)
Inventories and Reflections	25	(5 submissions X 5 pts)
Leader Interview	20	Due September 11
Professional Growth Plan	50	Due October 4
Dialectic Leadership Journal	20	Due October 11
Personal Career Plan	50	Due October 16
TOTAL POINTS	200	

Table 2: Total points for final grade.

<u>Grade</u>	<u>Points</u>
A	180 to 200
B	160 to 179
C	140 to 159
D	120 to 139
F	Less than 120

Projects Required

There will be a weekly online discussion based on assigned readings. Additionally, there are inventories, a leader interview, a dialectic leadership journal, a final personal career plan assignment, and a Professional Growth Plan project that is divided into various parts. Please see descriptions of each within the course.

Exams

Traditional examinations are not a part of this class. Instead, authentic assessments will be utilized. This means grades will be determined based upon submitted projects, performances, and papers.

Extra Credit

As this is graduate work, extra credit assignments are unavailable.

Late Work

Work should be completed and submitted on time. Any issues that affect your timeliness should be discussed with the instructor.

Attendance/Participation

Regular online participation is required. Please attend to discussions in a timely manner, and watch the proffered videos, and complete the assigned tasks for each module. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Quality Requirements

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).

- Written assignments should be done in Microsoft Word and turned in as an attachment in Dropbox on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Adhering to Professional Ethics

When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Gemini, Claude, Guru, Perplexity, and others. Certainly, these tools can be quite useful in the learning process; however, the content AI generates does not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Online Posts and Mutual Respect

Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. You are provided with Netiquette Guidelines and Rules for Discussion Posts. Please observe them.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Important Dates

- Last day for term schedule changes: [Click here to enter appropriate date.](#) Check date on [Academic Calendar](#).
- Deadline to file for graduation: [Click here to enter appropriate date.](#) Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" [Click here to enter appropriate date.](#) Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. *Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Recording Classes

*Recording classes is generally prohibited without the professor's explicit permission. Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#)

to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady - Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern 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. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit
<https://msutexas.edu/titleix/>

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***NOTICE:**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week/Module	Activities/Assignments/Exams	Due Date
Module 1 8/24 to 8/30	Gallup's Strengths Based Leadership: Read Parts 1 and 2, pp. 5-97. Assign: Growth Plan Key Assessment, Leader Interview, Dialectic Leadership Journal, and Personal Career Plan.	Aug. 30
Module 2 8/30 to 9/6	Gallup: Read Part 3, Taking Strengths Finder, and the Themes Connected to Your Results, pp. 101-237. Assign: Strengths Finder Assessment and Reflection Due: Strengths Finder Assessment, due on Sep 4. Reflection Sep 6.	Sep. 6
Module 3 9/6 to 9/13	Kouzes and Posner's <i>Extraordinary Leadership</i> , Chapters 1-3, pages 1-77. Assign: Assessment of Leadership Qualities and Skills Leader Interview, due on Sep 11. Assessment of Leadership Qualities and Skills, due on Sep 13.	Sep. 13
Module 4 9/13 to 9/20	Kouzes and Posner: Chapters 4 & 5. Assign: Myers Briggs Inventory Myers Briggs Inventory, due on Sep 20.	Sep. 20
Module 5 9/20 to 9/27	Kouzes and Posner: Chapters 6 & 7. Assign: Leadership Styles Inventory Leadership Styles Inventory, Due on Sep 27.	Sep. 27
Module 6 9/27 to 10/4	Whitaker's <i>Great Principals</i> , Chapters 1-8. Growth Plan Key Assessment, due on Oct 4.	Oct. 4
Module 7 10/4 to 10/11	Whitaker: Chapters 9-15. Dialectic Leadership Journal, due on Oct 11.	Oct. 11
Module 8 10/11 to 10/16	Whitaker: Chapters 16-22. Due: Personal Career Plan, due on Oct 15.	Oct. 16

Appendix A: Standards/Competencies

Domain I

Competency 1

- A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 2

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

Domain II

Competency 4

- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Competency 5

- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Domain III

Competency 6

- A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

Domain IV

Competency 8

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

Domain VI

Competency 11

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

H. Articulates the importance of education in a free, democratic society

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
Candidates analyze themselves with regard to values, behaviors, and skills related to successful school improvement.	Domain II, Competency 5 TAC 241.15e1 TAC 241.15e2
Candidates develop a professional growth plan for self, based on self-assessment.	Domain II, Competency 5 TAC 241.15e2
Candidates examine the practice, growth	Domain IV, Competency 8 TAC 241.15e2 TAC 241.15e9

and motivation of effective leaders.	
Candidates develop a personal leadership model for their own practice as a leader.	Domain I, Competency 1 Domain III, Competency 6 Domain VI, Competency 11 TAC 241.15e1 TAC 241.15e2
Candidates learn the foundations of leadership theory and practice appropriate to any organizational setting.	Domain I, Competency 1 & 2 Domain II, Competency 4 TAC 241.15g2
Candidates reflect on leadership learning.	Domain IV, Competency 8 TAC 241.15e1

Appendix B:

Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Discussions and Chapter Activities	Domain I, Competency 1 & 2 Domain II, Competency 4 Domain IV, Competency 8 Domain VI, Competency 11 Educator and Student Expectations Classroom Management Skills TAC 241.15e1 TAC 241.15e2 TAC 241.15e9 TAC 241.15g2
Leader Interview	Domain I, Competency 1 & 2 Classroom Management Skills TAC 241.15e1 TAC 241.15e2
Dialectic Journal	Domain III, Competency 6 Domain IV, Competency 8 Domain VI, Competency 11 TAC 241.15e1 TAC 241.15e2 TAC 241.15e9 TAC 241.15g2

Growth Plan Sequence	Domain II, Competency 5 TAC 241.15e2
Personal Leadership Model	Domain II, Competency 5 Domain III, Competency 6 Domain IV, Competency 8 Domain VI, Competency 11 Classroom Management Skills TAC 241.15e1 TAC 241.15e2 TAC 241.15e9 TAC 241.15g2
Leverage Leadership Assignments	Domain I, Competency 1 & 2 Domain II, Competency 4 Domain III, Competency 6 Educator and Student Expectations TAC 241.15e9 TAC 241.15g2

Educator and Student Expectations

- The educational leader should set high expectations for teachers and coach teachers to set high expectations for their students.

Classroom Management Skills

- The instructional leader should be able to recognize good classroom management skills and coach teachers in their development.