



Course Syllabus: Introduction to Leadership  
College of Education  
EDLE 5603 Introduction to Leadership Section X10/DX1  
Fall 2022- Aug 22-Dec 2, 2022

Contact Information

Instructor: Kym Acuña  
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How to Contact Me

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.

Textbook & Instructional Materials

- Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons.
- Rath, T. & Conchie B. (2008). *Strengths Based Leadership: Why people follow*. Press ISBN: 9781595620255 (With Bind In Access Code)
- Sergiovanni, T. (2007). *Rethinking Leadership: A collection of articles*. Thousand Oaks, CA: Corwin Press.

Course Description

EDLE 5603 Successful leadership in organizational settings requires an understanding of human behavior, beginning with knowledge of self and leading to the understanding of others. This course provides students with opportunities to analyze themselves with regard to values, behaviors, and skills related to successful school improvement.

Course Objectives

- Candidates analyze themselves with regard to values, behaviors, and skills related to successful school improvement. (D II, Comp 5)
- Candidates develop a professional growth plan for self, based on self-assessment. (D II, Comp 5)
- Candidates examine the practice, growth and motivation of effective leaders. (DIV, Com 8)

- Candidates develop a personal leadership model for their own practice as a leader. (D I, Com 1; DIII, Com 6; DVI, Com 11)
- Candidates learn the foundations of leadership theory and practice appropriate to any organizational setting. (DI, Comp1 & 2; DII, Com 4)
- Candidates reflect on leadership learning. (DIV, Com 8)

See Appendix A for a complete list of standards/competencies.

#### Study Hours and Tutoring Assistance

See office hours or by appointment.

#### Student Handbook

Refer to: [Student Handbook-2021-22](#) Click here to enter text.

#### 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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given).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](#)

#### Grading/Assessment

##### Course Grade

Table 1: Graded Assignments

Assignments	Points
Discussion and Chapter Activities (14)	35%
Leader Interview	5%
Dialectic Journal	5%
Growth Plan Sequence	25%
Personal Leadership Model	15%
Leverage Leadership Assignments (X3)	15%

Table 2: Total points for final grade.

Grade	Points
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

## Course Assignments

Discussion and Chapter Activities: Candidates will participate in weekly discussions based on their reading on leadership theory and practice.

Leader Interview: Candidates will interview a leader and answer reflective questions about their learning from the interview.

Dialectic Journal: Candidates will create a journal with weekly entries about their learning on leadership and where the learning originated.

Growth Plan Sequence: The objective of this assignment is to help candidates articulate a personal philosophy that provides insight to developing a vision of learning that promotes the success of all students by developing school capacity for distributed leadership. In addition, candidates are expected to use information gathered from self-assessments of Leadership Style, Strengths Finder and personality preference (Myers-Briggs) to generate a professional growth plan that is reflective of the philosophy and consistent with the goals of the candidates, and models principles of self-awareness, reflective practice, and transparency and ethical behavior as related to their roles within the school.

Personal Leadership Model: Candidates will create a personal leadership model by synthesizing information learned in the course into their personal design for practicing leadership in a professional setting.

Leverage Leadership Assignments: Candidate will complete 3 assignments that focus on leveraging leadership to strengthen school culture and leadership team.

### Extra Credit

No extra credit will be considered in this course.

### Late Work

Work should be turned in on time. Any issues that impact your timeliness should be discussed with the instructor.

### Important Dates

Last day for term schedule changes: 08/25/22

Deadline to file for graduation: December graduation- 9/26/22; May graduation 10/3/22

Last Day to drop with a grade of "W:" 10/24/22

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. For help, log into [D2L](#).

#### Online Professional Etiquette

Please remember to use professional communication in all parts of this class. Think about the message you want to communicate and how the way in which you communicate it reflects on you as a professional.

#### 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) exists 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 Clark Student Center, Room 168, (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](#).

#### 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.

### 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:

The course schedule includes the reading, discussions, and assignments for each week. Discussion Board activities regarding the Rethinking Leadership Book must be completed in the week the reading is done.

## Course Schedule

<b>Week</b>	<b>Dates</b>	<b>Reading</b>	<b>Assignment Due</b>
1	Aug 22-28	Rethinking Leadership (RL) Sec. 1.1	Self-Presentation <b>To be completed Aug 22-24</b> *Discussion RL 1.1
2	Aug 29-Sep 4	RL Sec 1.2 Strengths Based Leadership- pp. 1-99	*Discussion RL 1.2 <i>Strengths Finder Assessment part 1</i> <b>Due Sep 2</b>
3	Sep 5-11	RL Sec. 1.3 Strengths Based Leadership- pp. 101-237	*Discussion RL 1.3 <i>Strengths Finder Reflection part 2</i> <b>Due Sep 9</b>
4	Sep 12-18	RL Sec. 1.4	*Discussion RL 1.4 <i>Leader Interview</i> <b>Due Sep 16</b>
5	Sep 19-Sep 25	RL Sec. 2.1	*Discussion RL 2.1 <i>Assessment of Leadership Qualities and Skills</i> <b>Due Sep 23</b>
6	Sep 26 – Oct 2	RL Sec. 2.2	*Discussion RL 2.2 <i>Myers Briggs Results</i> <b>Due Sep 30</b>
7	Oct 3-9	RL Sec 2.3 and Sec. 2.4	*Discussion RL 2.3 & 2.4 <i>LSI Results</i> <b>Due Oct 7</b>
8	Oct 10 - 16	RL Sec. 3.1	*Discussion RL 3.1 <i>Growth Plan</i> <b>Due Oct 14</b>
9	Oct 17-23	RL Sec. 3.2 Leverage Leadership 2.0-Chapter 5 pp. 221-261	*Discussion RL 3.2 <i>Leverage Leadership Ch 5 Assignment</i> <b>Due Oct 21</b>
10	Oct 24 – 30	RL Sec. 3.3 Leverage Leadership 2.0-Chapter 6 pp. 263-288	*Discussion RL 3.3 <i>Leverage Leadership C 6 Assignment</i> <b>Due Oct 28</b>
11	Oct 31- Nov 6	RL Sec. 3.4 Leverage Leadership 2.0-Chapter 7 pp. 289-312	*Discussion RL 3.4 <i>Leverage Leadership Ch 7 Assignment</i> <b>Due Nov 4</b>
12	Nov 7 - 13	RL Sec. 4.1	* Discussion RL 4.1
13	Nov 14- 20	RL Sec. 4.2	*Discussion RL 4.2
14 & 15	Nov 21 – Dec 2	RL Sec. 4.3	*Discussion RL 4.3 <i>Leadership Journal</i> <b>Due Nov 28</b> <i>Personal Leadership Model</i> <b>Due Dec 1</b>

\* Discussion Board activities regarding the *Rethinking Leadership* Book must be completed in the week the reading is done.

References/Scientifically-Based Research/Additional Readings:  
Aguilar, Elena. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: John Wiley & Sons, 2013.

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improved Instruction*. San Francisco: John Wiley & Sons, 2010.

Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco: John Wiley & Sons, 2013.

## 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
<ul style="list-style-type: none"> <li>Candidates analyze themselves with regard to values, behaviors, and skills related to successful school improvement.</li> </ul>	Domain II, Competency 5
<ul style="list-style-type: none"> <li>Candidates develop a professional growth plan for self, based on self-assessment.</li> </ul>	Domain II, Competency 5
<ul style="list-style-type: none"> <li>Candidates examine the practice, growth and motivation of effective leaders.</li> </ul>	Domain IV, Competency 8
<ul style="list-style-type: none"> <li>Candidates develop a personal leadership model for their own practice as a leader.</li> </ul>	Domain I, Competency 1 Domain III, Competency 6 Domain VI, Competency 11
<ul style="list-style-type: none"> <li>Candidates learn the foundations of leadership theory and practice appropriate to any</li> </ul>	Domain I, Competency 1 & 2 Domain II, Competency 4

Course Objectives or Student Learning Outcomes	Standard or Competency
organizational setting.	
<ul style="list-style-type: none"> <li>Candidates reflect on leadership learning.</li> </ul>	Domain IV, Competency 8

**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
Leader Interview	Domain I, Competency 1 & 2 Classroom Management Skills
Dialectic Journal	Domain III, Competency 6 Domain IV, Competency 8 Domain VI, Competency 11
Growth Plan Sequence	Domain II, Competency 5
Personal Leadership Model	Domain II, Competency 5 Domain III, Competency 6 Domain IV, Competency 8 Domain VI, Competency 11 Classroom Management Skills
Leverage Leadership Assignments	Domain I, Competency 1 & 2 Domain II, Competency 4 Domain III, Competency 6 Educator and Student Expectations

**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.