Course Syllabus: Introduction to Leadership
College of Education and Professional Development
EDLE 5603 X10
Part of Term A Fall 2024, August 26-October 18

Contact Information
Instructor: Kym Acuña
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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.

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/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)

Study Hours and Tutoring Assistance

See office hours or by appointment.

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

Grading/Assessment

Table 1: Points allocated to each assignment

Assignments	Points
Discussion and Chapter Activities (X8)	35
Leader Interview	5
Dialectic Leadership Journal	5
Growth Plan Sequence	25
Personal Leadership Model	15
Leverage Leadership Assignments (X3)	15
Total Points	100

Table 2: Total points for final grade.

Grade	Points
A	90
B	80 to 89
C	70 to 79
D	60 to 69

Grade	Points
F	Less than 60

Projects Required
There will be a weekly online discussion based on assigned reading. Additionally, there are 3 leverage leadership assignments, a leader interview, a dialectic leadership journal, a final personal leadership model assignment, and a Growth Plan project that is divided into various parts. Please see descriptions of each within the course.

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.

Make Up Work/Tests
State whether or not you will allow students to make up missed assignments and tests, and any conditions you stipulate.

Important Dates
Last day for term schedule changes: Check date on Academic Calendar.
Deadline to file for graduation: Check date on Academic Calendar.
Last Day to drop with a grade of "W:" 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.

Attendance
Students are required to complete assignments within the timeframes established for each assignment. Attendance for this online course is determined by logins to D2L and timely completion of assignments**.**

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 that 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**.**

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.

Inclement Weather
In the case of campus closure due to inclement weather, the online portion of the course should not be impacted. However, if there are any concerns regarding this course related to inclement weather, please contact me.

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 MSU TEXAS 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 [Safety / Emergency Procedures](#). 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 Online Reporting Form

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 Title IX Website

Grade Appeal Process
Update as needed. 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.

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.

Course Schedule

Week	Dates	Reading	Assignment Due
1	Aug 26-Sep 1	Rethinking Leadership (RL) Sec. 1.1 and Sec 1.2	Self-Presentation **To be completed Aug 26-27** *Discussion RL 1.1-1.2
2	Sep 2-8	RL Sec. 1.3 and Sec 1.4 Strengths Based Leadership- pp. 1-99	*Discussion RL 1.3-1.4 *Strengths Finder Assessment part 1* **Due Sep 6** *Strengths Finder Reflection part 2* **Due Sep 8**
3	Sep 9-15	RL Sec. 2.1 and Sec 2.2 Strengths Based Leadership- pp. 101-237	*Discussion RL 2.1-2.2 *Leader Interview* **Due Sep 13** *Assessment of Leadership Qualities and Skills* **Due Sep 15**
4	Sep 16-22	RL Sec 2.3 and Sec. 2.4	*Discussion RL 2.3 - 2.4 *Myers Briggs Results* **Due Sep 20** *LSI Results* **Due Sep 22**
5	Sep 23-29	RL Sec. 3.1 and Sec 3.2	*Discussion RL 3.1-3.2 *Growth Plan* **Due Sep 29**
6	Sep 30 - Oct 6	RL Sec 3.3 and Sec. 3.4 Leverage Leadership 2.0- Chapter 5 pp. 221-261 Leverage Leadership 2.0- Chapter 6 pp. 263-288	*Discussion RL 3.3 - 3.4 *Leverage Leadership Ch 5 Assignment* **Due Oct 4** *Leverage Leadership C 6 Assignment* **Due Oct 6**
7	Oct 7-13	RL Sec. 4.1 and Sec 4.2 Leverage Leadership 2.0- Chapter 7 pp. 289-312	*Discussion RL 4.1-4.2 *Leverage Leadership Ch 7 Assignment* **Due Oct 13**
8	Oct 14 - 18	RL Sec. 4.3	Discussion RL 4.3 *Leadership Journal* **Due Oct 16** *Personal Leadership Model* **Due Oct 18**

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

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	Domain II, Competency 5 TAC 241.15e1 TAC 241.15e2

Course Objectives or Student Learning Outcomes	Standard or Competency
school improvement.	
• Candidates develop a professional growth plan for self, based on self-assessment.	Domain II, Competency 5 TAC 241.15e2
• Candidates examine the practice, growth and motivation of effective leaders.	Domain IV, Competency 8 TAC 241.15e2 TAC 241.15e9
• 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.