

# Course Syllabus: Introduction to Leadership

## Gordon T. and Ellen West College of Education

# EDLE 5603 Section X10/DX1

# Fall 2019

## Contact Information

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Office hours: Monday 1:00-2:00pm, Tuesday and Thursday 10:00am-12:00pm

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## 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.

## Textbook & Instructional Materials

* Rath, T. & Conchie, B. (2009). Strengths Based Leadership: Great Leaders, Teams, and Why People Follow. Gallup Press **ISBN:** 9781595620255 (With Bind In Access Code)
* Sergiovanni, T. (2007). *Rethinking Leadership: A collection of articles.* Thousand Oaks, CA: Corwin Press.

## Student Handbook

Refer to: [Student Handbook-2018-19](https://mwsu.edu/student-life/conduct/_assets/files/student-handbook-2017-18.pdf)

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given).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](https://mwsu.edu/student-life/conduct/)

## Grading

| Assignments | Points |
| --- | --- |
| Discussion and Chapter Activities | 35% |
| Leader Interview | 5% |
| Dialectic Journal | 10% |
| Growth Plan Sequence | 25% |
| Personal Leadership Model | 25% |

Course Assignments

Due dates for all course assignments can be found in the Due Dates file within the Course Information folder of D2L.

## Course Objectives

* Candidates analyze themselves with regard to values, behaviors, and skills related to successful school improvement.
* Candidates develop professional growth plans based on findings from Leadership Styles Inventory, the Myers Briggs Type Indicator, and the Assessment of Leadership Qualities and Skills, which includes a self-assessment by a peer.
* Candidates identify their strengths and explore how to use those strengths as a leader.
* Candidates reflect on self-assessments as well as on learning throughout the course.
* Candidates learn the foundations of leadership theory and practice appropriate to any organizational setting.

Principal Standards

The Texas Administrative Code principal certificate standards addressed in this course include:

* Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
* Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
* Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
* Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
* 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
* Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
* Implements strategies to ensure the development of collegial relationships and effective collaboration
* 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
* 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
* Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
* 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
* Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership
* Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes’
* Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
* Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
* Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff
* Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
* Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
* Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
* Uses effective planning, time management, and organization of work to support attainment of school district and campus goals
* Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans
* Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
* Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
* Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
* 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
* Articulates the importance of education in a free, democratic society

## Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed.  Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors’ works.

Attendance/Participation

* Regular online participation is required.  Please attend to discussions in a timely manner. 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 insure 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.

## 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](https://d2l.mwsu.edu/) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note:  By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course.

The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

## 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](http://www.mwsu.edu/student-life/disability).

## College Policies

### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](https://mwsu.edu/campus-carry/rules-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.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” [Student Handbook 2017-18](https://mwsu.edu/Assets/documents/student-life/student-handbook-2017-18.pdf)

Notice

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

Senate Bill 11 Handgun Policy

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: [Campus Carry](https://mwsu.edu/campus-carry/)