COURSE SYLLABUS – FALL 2014
TEXAS A&M UNIVERSITY CORPUS CHRISTI
College of Education
EDLD 6312 – Clinical Leadership Laboratory

Instructor: Elsa M. Gonzalez, Ph.D.

In the event of a campus emergency, check Blackboard

Phone: Email: Elsa.gonzalez@tamucc.edu

Office: Office hours: Wednesdays & Thursdays 1:00-4:00pm or by appointment

Classroom: OCNR - 130 Class hours: Thursday 4:20 – 6:50

I. COURSE DESCRIPTION [FROM CATALOG]
Students will undergo assessment of personal leadership skills through assessment center methodologies. Abilities assessed will include decision-making, group participation, interpersonal communication, and presentation skills.

II. RATIONALE
This course is designed to introduce the student to models of leadership decision making and problem solving in education, and allow the student to analyze the literature reflecting these models. In addition, this course will acquaint the student with academic writing skills and software tools. Students entering the doctoral program often find it to be a challenge as they make the transition from professional practitioner to scholar-practioner. In this journey they may find that they need improvements in technical, research, or writing skills in order that they may become comfortable and successful.

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A

IV. TEXES COMPETENCIES: N/A

V. GOALS, COURSE OBJECTIVES, AND LEARNING OUTCOMES [FROM CATALOG]:
Students will undergo advancement of personal leadership skills in education through student centered methodologies. Abilities addressed will include academic writing, decision-making, group participation, interpersonal communication, and presentation skills.

This course is designed to provide students with opportunities to:
1. Understand the role of scholarship and research in making educational leadership decisions
2. Analyze, evaluate, critique, and synthesize various forms of academic literature
3. Develop an understanding of the academic literature in the field
4. Write in a clear academic voice
5. Use APA formatting
6. Develop the skills of self and peer editing
VI. INSTRUCTIONAL METHODS
- Discussions
- Group work
- Project based learning
- Case Studies
- Lectures

VII. REQUIRED TEXTS
EndNote Software – Available FREE at http://it.tamucc.edu/downloads You will need your Island ID and Password to sign-in and download. You will find the product key on the site with the download.

ADDITIONAL TEXTS

RESOURCES
Journal articles will be distributed in class as appropriate for weekly topic discussions.
Bell Library – http://rattler.tamucc.edu/
EndNote – http://endnote.com/
OWL at Purdue – http://owl.english.purdue.edu/owl/resource/560/01/

VIII. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES
Grades will be calculated based on A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F < 60%
Discussion and Participation (Online/In class) 28% (Individual discussion/facilitation)
Additional discussion guidelines will be provided
Reflexive Journal 10%
Paper 1 – Selected case studies in Higher Education 15%
Paper 2 – Leadership styles and skills 15%
Group Presentation & paper 32%

DELIVERABLES
- Reflexive Journal
- Paper 1 – Selected case studies in Higher Education
- Paper 2 – Leadership styles and skills
- Group Presentation and Paper – based on book assignment

REQUIREMENTS FOR DELIVERABLES
Additional detailed handouts with instructions and rubrics for each assignment will be provided and discussed in class. Projected course content and timeframes may be modified as we move through the course. These modifications will be based on student needs, content mastery, time needed for projects, and changes deemed appropriate by the professor in order to meet student and course objectives.

Successful completion of the following written deliverables:

1. **A reflexive journal** with at least two entries per week for the duration for the class.

   Maintain a reflective journal of insights acquired during the course from readings and your own thinking. This journal should identify (1) your insights, (2) how you are making meaning/connections out of the readings, class discussions and learning activities, (3) an explanation of why these are meaningful to you, and (4) their application to your professional setting/previous experiences (as appropriate). You should journal at least two insights for each class period (one for reflections on class discussions/learning activities and one related to the readings associated with that class and be prepared to share during class). These reflections are intended for you to think DEEPLY and to utilize HOTS - higher order thinking skills (application, analysis, synthesis and evaluation). Provide literature references and/or web-sites that provide additional support of your insights where appropriate.

2. **Paper 1 – Analysis of selected case studies in Higher Education Leadership**

   • A written report (10-15 pages) of the analysis will be due October 16th, 2014
   • Materials and additional instructions will be provided during class.

   Students will work to complete a case study analysis. The analysis shall address the following points:
   (1) What are the decision issues presented in the case?
   (2) What facts are essential for understanding and dealing with the issues?
   (3) What additional information is needed to address the issues identified?
   (4) Who are the principal decision makers and what roles do they play?
   (5) Are there any theories / current literature that is relevant and can be used to inform the decision issues?
   (6) What course of action (long-and short-term) should be taken?

   Student will provide a written report (10-15 pages) of his/her case analysis addressing all of the points outlined above.

3. **Paper 2 – Leadership styles and skills**

   o A written report (10-15 pages) of the analysis will be due November 13th, 2014
   o Materials and additional instructions will be provided during class.

   Students will analyze Leadership styles and skills explained by Northhouse (2014).

   The analysis will include:
   (1) the identification of the key factors that make up the leadership style or set of skills
   (2) the problems and opportunities associated with each leadership style or set of skills
   (3) leadership style or set of skills in practice
   (4) Inclusion of current literature relevant to the topic

A written report (10-15 pages) of the analysis will be due the day of the presentation
Materials and additional instructions will be provided during class.
Provide to the class handout of the presentation and engagement activity

General Requirements Related to Assignments
- All written material should be double spaced, in Times New Roman 12 point font, 1 inch margins all around, with left justification only.
- Please use APA style of citation and references in your papers.

IX. COURSE EXPECTATIONS AND POLICIES:

1. Attendance and Participation: This class requires you to invest time for preparation, assignments, and application of critical concepts in leadership. You will need to stay on top of things in order to perform well. While you might be an independent learner, and perhaps a strong performer, the research is consistent on the value of social learning and reviewing difficult concepts face-to-face. Your respectful and meaningful participation in discussions will be required for your final grade.

2. Competencies: There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   a. Ability to proof read your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   d. Ability to connect to the Internet, download required materials, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. Therefore, plan ahead and have back up plans in place should something go wrong.

3. Tardiness and Courtesy to Peers: I see us as professional scholars and therefore we should treat our learning environment with professional respect. All class meetings will start on time unless otherwise announced in advance. There will be no exceptions. I will NOT negotiate participation at the end of the semester. Make sure you communicate with me if you have any extenuating circumstances.

4. Electronics: Cell phones must be turned off during class. When using laptops, iPads, or similar devices, please refrain from participating in emailing, texting, FaceBook, or other forms of messaging and social networking.

5. Special Accommodations: It is the policy of the Texas A & M Corpus Christi’s to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course with a letter from Disability Services in Driftwood 101 (361-825-5816). I will not be able to make accommodations without a letter from disability services. Texas A & M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. **The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.**
Faculty is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

6. **Professional Conduct and Academic Honesty:** Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism. Cheating, plagiarism and other forms of academic dishonesty will result in disciplinary actions. All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.

7. **Diversity Statement:** The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

8. **End of Semester Negotiations:** I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.

9. **Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Please understand that, despite the strict expectations and policies outlined above, I do care about you as an individual and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. I encourage you to get in touch with me if you want a conference to explain your circumstances. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.

**X. Class Schedule**
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; In-class Activities</th>
<th>Required Reading and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 – Aug 28</td>
<td>Overview:</td>
<td>CL</td>
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<tr>
<td></td>
<td>• Syllabus / Goals / Objectives</td>
<td></td>
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<tr>
<td></td>
<td>• Discuss deliverables, &amp; required texts</td>
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<tr>
<td>WK 2 – Sep 4</td>
<td>Leadership in Higher Education</td>
<td>CL - Lecture</td>
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<td></td>
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<td>Familiarize yourself with APA Manual</td>
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<td></td>
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<td>Acquire &amp; Install EndNote</td>
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<tr>
<td>WK 3 – Sep 11</td>
<td>Leadership and Communications</td>
<td>OL - Hackman &amp; Johnson – Chapter 1</td>
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<tr>
<td>WK 4 – Sep 18</td>
<td>Leadership and Followership</td>
<td>OL - Hackman &amp; Johnson – Chapter 2</td>
</tr>
<tr>
<td>WK 5 – Sep 25</td>
<td>Leadership and Diversity</td>
<td>CL - Hackman &amp; Johnson – Chapter 10</td>
</tr>
<tr>
<td>Due: Sharing your Journal</td>
<td>GROUP 1 PRESENTATION</td>
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<tr>
<td>WK 6 – Oct 2</td>
<td>Traits, Situational, Funtional and Relational Leadership</td>
<td>OL - Hackman &amp; Johnson – Chapter 3</td>
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<tr>
<td>WK 7 – Oct 9</td>
<td>Transformational and Charismatic Leadership</td>
<td>OL - Hackman &amp; Johnson – Chapter 4</td>
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<tr>
<td>WK 8 – Oct 16</td>
<td>Ethical Leadership &amp; Followership</td>
<td>CL - Hackman &amp; Johnson – Chapter 11</td>
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<tr>
<td>Due: Case Study in HE paper</td>
<td>GROUP 2 PRESENTATION</td>
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<td>Discuss Case study paper</td>
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<tr>
<td>WK 9 – Oct 23</td>
<td>Leadership and Influence</td>
<td>OL - Hackman &amp; Johnson – Chapter 6 &amp; Chapter 7</td>
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<td>&amp; Leadership in Groups and Teams</td>
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<tr>
<td>WK 10 – Oct 30</td>
<td>Leadership in Organizations</td>
<td>CL - Hackman &amp; Johnson – Chapter 8</td>
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<td>GROUP 3 PRESENTATION</td>
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<tr>
<td>WK 11 – Nov 6</td>
<td>Public Leadership &amp; Leader and Leadership Development</td>
<td>OL - Hackman &amp; Johnson – Chapter 9 &amp; Chapter 12</td>
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<tr>
<td>WK 12 – Nov 13</td>
<td>Leadership and Power</td>
<td>CL - Hackman &amp; Johnson – Chapter 5</td>
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<tr>
<td>Due: Leadership styles and skills paper</td>
<td>GROUP 4 PRESENTATION</td>
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<tr>
<td>WK 13 – Nov 20</td>
<td>Leadership in Crisis</td>
<td>OL - Hackman &amp; Johnson – Chapter 13 Wrap up</td>
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<tr>
<td>WK 14 – Nov 27</td>
<td>No class – Happy Thanksgiving!</td>
<td></td>
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<tr>
<td>Due: Sharing your Journal</td>
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*Parts of this syllabus may be subject to change based on class needs. Students will be notified of all changes. Additionally, I reserve the right to widen point ranges on assignments as needed.*