Contemporary Theories of Educational Leadership  
COURSE SYLLABUS-SPRING 2019  
EDLD 6311.B01  
3 Credit Hours  
Mondays, 7:00pm-9:30pm, 112 Center for Sciences

<table>
<thead>
<tr>
<th>Instructor Name: Rosa M. Banda, Ph.D.</th>
<th>Email address: <a href="mailto:rosie.banda@tamucc.edu">rosie.banda@tamucc.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number: 361-825-3284</td>
<td>6300 Ocean Drive</td>
</tr>
<tr>
<td></td>
<td>Faculty Center, Room 211</td>
</tr>
<tr>
<td>Office Hours: *Mondays 3:30-6:30pm; By appointment</td>
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</tr>
<tr>
<td>*Office Hours will be via WebEx on days in which we meet online for class</td>
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Course/Learning Goal: This course will examine contemporary models of leadership in the context of higher education. This course will challenge students to problematize, deconstruct, synthesize, and analyze various leadership theories and respective issues relevant to aspects of leadership in action. More specifically, students will utilize a critical consciousness lens to frame their perspectives of leadership both in theoretical and applicable form.

Rationale: This course offers an investigation into the characteristics/traits associated with leadership in the modern era. In addition, this course will provide the student with the analysis of cases in educational leadership in order to offer a practical perspective to the theory. This course will also heighten students’ sense of critical consciousness as a means to become leaders who embrace critical social justice.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. CPED Principles:

Principle 1: Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

Principle 2: Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

Principle 4: Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

Principle 6: Emphasizes the generation, transformation, and use of professional knowledge and practice.
VI. Course Objectives/Learning Objectives

1. Become critically proficient at synthesis of various leadership models in education.
2. Develop perspectives of how leadership styles positively and negatively can affect institutions at the secondary and postsecondary levels.
3. Problematize and deconstruct leadership theories within the context of both secondary and postsecondary education.
4. Examine, analyze, and synthesize leadership theories particularly as it relates to current events via case studies.
5. Encompass a critical consciousness lens to cultivate leaders for a critically socially just society.

VII. Course Topics

1. Critical Conscious Lens
2. The Principles of Leadership
3. Leadership for Social Justice
4. Culture and Change
5. Leadership for Learning
6. The Future of Leadership

VIII. On-Line Class Meetings

Because this is a hybrid course, we will meet both on-campus and on-line for class. Refer to Appendix A for the designated dates of where class will be held. You must, however, block the entire class time EVERY week, regardless if we meet on-campus or on-line. Our meetings on-line will be synchronous which means that we will meet via WebEx. Please refer to https://iol.tamucc.edu/webex.html for technical knowledge on how to access on-line course meetings. This requires each of you to not only have access to a computer but to a computer that has a camera as well as a microphone so that you can actively engage in class. Please make certain that you have a strong WiFi connection so as to avoid any issues logging onto WebEx. If you have trouble logging on, please contact:

Telecommunications
Phone: (361)825-6006
Email: campus.telecomm@tamucc.edu

WebEx Etiquette

1. Find a quiet space where you will be undisturbed for the duration of class
2. Mute microphone until you are ready to contribute to discussion

Text/Resources:


Course Format

Given the broad scope of topics to be covered, this course will rely heavily on extensive reading as well as instructor facilitated and student-led discussions. This is a discussion-based course, which provides deeply engaging learning experiences, particularly when outcomes are complex, and require application and synthesis. Discussion-based learning enables student involvement through instructor-directed questions and student participation. This requires that students contribute and learn from each other in an environment that is directed by prepared instructors. Specifically, critical dialogue will require students to engage in analytical discussions that synthesize course readings with current events and professional experience via case studies that will be provided by both the students and professor.

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are seven different course requirements (with assigned point values) specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>2. Weekly Discussion Posts (13@20pts)</td>
<td>260</td>
</tr>
<tr>
<td>3. Leadership Brief</td>
<td>30</td>
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<tr>
<td>4. Critical Consciousness Brief</td>
<td>60</td>
</tr>
<tr>
<td>5. Service Learning Project Brief</td>
<td>60</td>
</tr>
<tr>
<td>6. Case Study Research Paper</td>
<td>160</td>
</tr>
<tr>
<td>7. Adobe Spark Presentation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>615</strong></td>
</tr>
</tbody>
</table>

**NOTE:** You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. Any assignment submitted after 24 hours from the initial due date will result in your complete forfeiture of all points for that respective assignment. Extenuating circumstances will be evaluated on an individual basis.
GRADES

Final grades will be assigned as follows:

For a grade of:
- "A"  
  At least 554 total points
- "B"  
  An accumulated point total between 492 and 553
- "C"  
  An accumulated point total between 431 and 491
- "D"  
  An accumulated point total between 369 and 430
- "F"  
  Any point total 368 and below

COURSE ASSIGNMENTS/REQUIREMENTS

1. CLASS PARTICIPATION  
   15 points
   An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion.

   Points will be awarded for participation in class discussion as follows:
   - Unusually good contributions  
     09-10 points
   - Good contributions  
     07-08 points
   - Minimal, but acceptable contributions  
     05-06 points
   - Essentially no contribution  
     00-04 points

   In arriving at this total, points will be awarded in several class discussions as follows:
   - Obviously well-prepared, significant contributions  
     09-10 points
   - Well prepared, good contributions  
     07-08 points
   - Some preparation, minimal contribution  
     05-06 points
   - Simply there, little or no contribution, no participation  
     00-00 points

   Your point total is determined by averaging ratings of your contributions over several class sessions.
   **NOTE:** Participation includes class attendance whether on-campus or in a virtual setting. **You automatically forfeit class participation points when you are absent from class. Class participation points are worth 15 points.**

   **Note About Electronic Devices:** Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted ONLY during the mid-class break. Unauthorized use of electronic devices during class will result in the COMPLETE forfeit of class participation points.

2. WEEKLY DISCUSSION POSTS  
   260 points
This course requirement necessitates you to respond to a question or prompt by synthesizing the specified course readings each Saturday by 6:00pm AND respond to a classmate’s response by 6:00pm on Sunday, two days prior to class via the Discussion Forum tab on Blackboard. Discussion posts should be a minimal of 300 words for each response (both initial response to instructor question AND response to classmate). Failure to post before the assigned deadlines results in the automatic forfeiture of ALL points for that week. I encourage you to be thoughtful in your responses so as to illustrate your comprehension and connection to weekly course readings at a critical level; the ONLY limitation is that you may not use direct quotes from the course readings. Weekly discussion posts are set to begin January 30th. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix B) for further details regarding this course activity. Weekly discussion posts for the semester are worth 260 points.

3. **LEADERSHIP BRIEF**  

An integral component of the transmission of new knowledge is the need to critically reflect on the course content via your experiences. More specifically, this paper will require you to reflect on your notions and perceptions of leadership. In addition to including an introduction and conclusion to this assignment, it is critical for you to reflect and effectively address the following: 1). Definition of leadership; 2). Characteristics/Traits that make a “good” leader; 3). Examples of personal experience of what leadership “should” entail; 4). Address whether or not “bad” leadership exists and examples to support or refute your stance 5). Identify and offer a rationale for a minimal of three areas of improvement for leadership within the context of institutions of education (secondary, postsecondary, or both) today. NOTE: This assignment does NOT require references as this paper should be a reflection of your thoughts on the aforementioned queries.

Paper must be 4-5 double-spaced pages in length, succinctly written, contain no more than a total of two grammatical errors, and follow APA standards (specifically, the cover sheet, Running head). You must submit your paper via BlackBoard under the Content Folder for the respective week prior to the official start time of class on the designated due date. NO EXCEPTIONS. Papers emailed after the start of class time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeiture of all points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix C) for further details regarding this course activity. Leadership reflection is worth 30 points.

4. **CRITICAL CONSCIOUSNESS BRIEF**  

This course component requires you to provide a high level synthesis to Freire’s (2000) Pedagogy of the oppressed. More specifically, you will need to include an introduction and conclusion as well as address the following queries: 1). Offer a synthesis of what critical consciousness means to you; 2). Address and provide a rationale with evidence for three concepts as discussed in Freire’s (2000) book that is relevant in higher (or secondary) education today; 3). Address and provide a rationale for five specific concepts that explicitly undergird educational leadership; 4). Offer a critique of the book; 5). Deconstruct and problematize two of Freire’s concepts.

Brief must be three single-spaced pages in length, succinctly written, contain no more than one grammatical error and follow APA standards (specifically, in-cite references). A cover sheet is unnecessary; rather, include only your name and the course number on the top left hand of the paper. You must submit your
paper via BlackBoard under the Content Folder for the respective week prior to the official start of class. NO EXCEPTIONS. Papers emailed after the start of class time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix D) for further details regarding this course activity. Critical consciousness brief is worth 60 points.

6. SERVICE LEARNING PROJECT BRIEF 60 points

In an attempt to become more active in the community and display characteristics associated with servant leadership undergirded by a critical consciousness lens, this course component requires you to participate in a community-service related project this semester. More specifically, you will participate in activity in which you can evidence various aspects of servant leadership. In a short brief, you must address the following queries: 1). Rationale for why you chose serving learning opportunity; 2). Background information on the service activity (e.g., whom it benefits, information on the community, when and where it took place); 3). Leadership associated with service activity; 4). Explicitly connect your participation to servant leadership theory; 5). Synthesize and provide evidence of how the service activity you chose is explicitly connected to critical consciousness for the population in which the service benefitted. You will need to include a minimal of three photos, with permission from the organizers/leaders of service project, of the actual event. Note: You may NOT participate in a service project that is hosted by your organization or employer. You must venture out to a part of the community that you are unfamiliar with as a means to expand your current community.

Brief must be three single-spaced pages in length, succinctly written, contain no more than one grammatical error and follow APA standards (specifically, in-cite references). A cover sheet is unnecessary; rather, include only your name and the course number on the top left hand of the paper. You must submit your paper via BlackBoard under the Content Folder for the respective week prior to the official start of class on the designated due date. NO EXCEPTIONS. Papers emailed after the start of class time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix E) for further details regarding this course activity. Service learning project brief is worth 60 points.

7. TEAM CASE STUDY RESEARCH PAPER 160 points

This course component requires your team to choose a current event within the context of higher or secondary education in which you can offer an in-depth and critical analyses as it relates to leadership. More specifically, the current event of your choosing MUST lend itself to extensive research via peer-reviewed journals as a means to build your analyses beyond the scope of the issue itself. The ONLY requirement is that the current event that will be analyzed via a leadership lens MUST fall within the realm of a social justice issue. Below are the criteria expected to be found within this course component:

Introduction/Conclusion: Both the introduction and conclusion must be seamlessly, effectively, and succinctly written to give an overview of the current event you will discuss in the paper. The introduction should include an explicit roadmap that details the outline of the paper. The roadmap, in other words, will effectively guide the anticipation of what I am to read in your paper. This roadmap should be followed and, if done so correctly, will help to frame and to organize your paper.
**Case Study:** Within these sections, you must provide an ample discussion of the current event you have chosen to examine. You should explicitly address the following queries: *What are the decision issues presented in the case? What facts are essential for understanding and dealing with the issues? What additional information is needed to address the issues identified? Who are the principal decision makers and what roles do they play? What course of action (short- and long-term) should be taken?* **Note:** The sources utilized to explain the case study do NOT have to be peer-reviewed as such current events can be found on *The Chronicle of Higher Education,* etc.

**Leadership Theories/Current Literature:** These sections should explicitly make a connection to leadership theories discussed in class as well as literature researched independently via peer-reviewed journal articles. These sections give you an opportunity to amplify and evidence your comprehension of what was discussed throughout the semester as well as additional resources that were not a part of the required readings. You must discuss what leadership theories are prevalent or relevant within the current event you chose to analyze at a sophisticated and critical level. **Note:** This section should comprise a majority of the paper.

**Social Justice:** This section requires you to make an explicit connection between the current event you chose AND literature that illuminates the case as a social justice issue via a critical consciousness lens. Provide ample evidence to support your rationale. *Explicitly integrate concepts from Freire (2000).*

**Deconstruct & Problematize:** This section requires you to deconstruct and problematize the weaknesses in theories you discussed in the previous sections. *What is lacking from the discussed theories and literature? What ways can these theories be improved?* Explain your rationale with evidence to illustrate your synthesis of course material.

**Recommendations:** This section requires you to offer three recommendations on how to improve the leadership theory or theories discussed within the context of your paper. This section, in other words, should reconstruct what was deconstructed in the previous section. Be explicit on the recommendations AND offer rationales to support your conceptualizations. *Recommendations should be premised on your synthesis rather than research.*

**Paper Requirements:** You must provide a 20-25 page (double-spaced) research paper (including references and appendices, if needed) with a minimal of 20 outside peer-reviewed references. You may NOT use direct or blocked quotes throughout the paper. Papers are expected to be succinctly written with no more than three grammatical mistakes and free of APA errors.

Case study research paper must be submitted via BlackBoard under the Content Folder for the respective week prior to the official start of class. **NO EXCEPTIONS.** Case study research papers emailed after the official start of class time will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of **ALL** points. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix F**) for further details regarding this course activity. **Case study research paper is worth 160 points.**
8. **ADOBE SPARK PRESENTATION (TEAM) 30 points**

We will be utilizing Adobe Spark for various course components this semester. Adobe Spark allows you to upload and create sites with images, pictures, text, and audio. Please take the time to learn how to use Adobe Spark via their site [https://spark.adobe.com/home/](https://spark.adobe.com/home/). YouTube is also a great resource for tutorials on how to use Adobe Spark; search “how to use Adobe Spark” for a variety of videos that are both informational and helpful.

If you need assistance with better understanding how to use Adobe Spark, you may email Jan Brott, Assistant Director, Office of Distance Education & Learning Technologies at jan.brott@tamucc.edu.

The culminating project in this course will require you to create and to deliver an Adobe Spark presentation that details a high level synthesis of your case study research paper. Be creative in how the information is presented but know that the Adobe Spark should be succinctly written, aesthetically pleasing, free of grammatical and APA errors. You must include an opportunity to actively engage audience members. Submit the Adobe Spark link of your presentation via BlackBoard under the Content Folder for the respective week prior to the start of class on the designated due date. You will each have 12-15 minutes to present. See the tentative calendar (Appendix A) and the evaluation form (Appendix G) for further details regarding this course activity. *Adobe Spark presentation is worth 30 points.*

**OTHER**

**Academic Integrity Policy**

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 (see Student Handbook). Cheating, plagiarism and other forms of academic honesty 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.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 5th is the last day to drop a class with an automatic grade of “W” this term.
Office of Disability Services

Texas A&M University-Corpus Christi welcomes students with disabilities into all of the University's educational programs. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services (disability.services@tamucc.edu) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services (disability.services@tamucc.edu) for assistance at (361)825-5816.

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.

End of Semester Negotiations

Without a doubt, I maintain high expectations for all my students in my courses. 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 your grades. As such, there is no extra credit offered under any circumstance. Your grade in the course is a direct reflection of your engagement in your own learning process throughout the entire semester.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.
Mental Wellness

Without a doubt, the life of a graduate student is often filled with much strife when it comes to achieving balance with the multifaceted aspects of our respective lives. At times, one might feel overwhelmed, anxious, isolated, and/or lost. The aforementioned are common but please let me stress the importance of self-care for our respective mental wellness. There are many services on campus that can aid with such feelings, and I have an open door policy as well if there are any issues you wish to discuss so that I can advise you to seek appropriate help on campus. At the end of the day, the most important aspect of graduate school life is to proactively practice self-care as preservation for our respective mental wellness.

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.
## TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
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| Jan. 14   | Introduction and Course Overview/Expectations  
Freire-Chapter 1  
[On-Campus Meeting] |
| Jan. 21   | Martin Luther King, Jr.  
[DUE: Leadership Brief by 7:00pm]  
[Holiday- No Class] |
| Jan. 28   | Freire-Chapters 2, 3  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, January 25]  
[DUE: (BlackBoard): Response to a Colleague’s Post by midnight on Saturday, January 26]  
[On-Campus Meeting] |
| Feb. 4    | Freire-Chapter 4  
Northouse-Chapters 1,2,3  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, February 1]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, February 2]  
[On-Line Meeting] |
| Feb. 11   | Northouse-Chapters 5,6,7  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, February 8]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, February 9]  
[DUE: Critical Consciousness Brief by 7:00pm]  
[On-Campus Meeting] |
| Feb. 18   | Northouse-Chapters 8,9,10  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, February 15]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, February 16]  
[On-Line Meeting] |
| Feb. 25   | Northouse-Chapters 11,13  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, February 22]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, February 23]  
[On-Line Meeting] |
| Mar. 4    | Northouse-Chapters 14,15,16  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, March 1]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, March 2]  
[DUE: Service Learning Project Brief by 7:00pm]  
[On-Campus Meeting] |
Mar. 11  **SPRING BREAK**

Mar. 18  Grogan-Chapters 1,2,3,4,5,6
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, March 15]
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, March 16]
[On-Campus Meeting]

Mar. 25  Grogan-Chapters 7,8,9,10,11
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, March 22]
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, March 23]
[On-Line Meeting]

Apr. 01  Grogan-Chapters 12,13,14,15
[DUE (BlackBoard): Initial Response to Professor Post by 6:00 pm on Friday, March 29]
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, March 30]
[On-Line Meeting]
*Last day to submit Case Study Research Paper for Feedback @ Noon*

Apr. 08  Grogan-Chapters 16, 17,18,19
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, April 5]
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, April 6]
[On-Campus Meeting]

Apr. 15  Grogan-Chapters  20, 21, 22, 23
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Friday, April 12]
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Saturday, April 13]
[On-Line Meeting]

Apr. 22  Grogan-Chapters 24, 25, 26, 27
[On-Line Meeting]

Apr. 29  *Kellerman-Chapters 1,2,3*
[DUE (BlackBoard): Initial Response to Professor Post by midnight on Friday, April 26]
[DUE: (BlackBoard): Response to a Colleague’s Post by midnight on Saturday, April 27]
[DUE: Case Study Research Paper by 7:00pm]
[DUE: Adobe Spark Presentations]
[On-Campus Meeting]
*Course Reading found on BlackBoard*

May 06  Course Debrief
[DUE: Adobe Spark Presentations]
[On-Campus Meeting]

*Subject to change at instructor’s discretion*

NOTE: All assignments are electronically due prior to the official start time of class on designated due date
# APPENDIX B
## WEEKLY DISCUSSION POST EVALUATION FORM

### PRESENTER

### RATING DEFINITIONS
- EXCELLENT - SURPASSED EXPECTATIONS
- GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
- FAIR - MARGINALLY ACCEPTABLE
- INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>WEEKLY POSTING (20 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>RESPONSE #1 (To Instructor)</td>
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<tr>
<td>1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS TO ANSWER QUERY POSED BY PROFESSOR?</td>
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<tr>
<td>2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?</td>
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<td>RESPONSE #2 (To Colleague)</td>
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<tr>
<td>1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT EVIDENCES SYNTHESIS OF COLLEAGUE’S RESPONSE?</td>
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<tr>
<td>2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?</td>
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TOTAL POINTS/GRADE: RESPONSE #1 _____ + RESPONSE #2 _____ = __________ total points

COMMENTS/SUGGESTIONS:
# APPENDIX C
## LEADERSHIP BRIEF EVALUATION FORM

**PRESENTER**

**RATING DEFINITIONS**
- EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
- GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
- FAIR - MARGINALLY ACCEPTABLE
- INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>REFLECTION (30 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 4.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROVIDE A PERSONAL DEFINITION OF LEADERSHIP?</td>
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<tr>
<td>2. PROVIDE CHARACTERISTICS/TRAITS OF A “GOOD” LEADER?</td>
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<tr>
<td>3. PROVIDE EVIDENCE VIA PERSONAL EXPERIENCE OF WHAT LEADERSHIP ENTAILS?</td>
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<tr>
<td>4. PROVIDE THOUGHTS ON WHETHER “BAD” LEADERSHIP EXISTS AND GIVES EXAMPLES TO SUPPORT OR REFUTE STANCE?</td>
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<tr>
<td>5. PROVIDE THREE AREAS FOR IMPROVEMENT IN REGARDS TO LEADERSHIP AT UNIVERSITIES AND COLLEGES TODAY?</td>
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<tr>
<td>6. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN TWO GRAMMATICAL ERRORS AS WELL AS PROPER APA COVER SHEET?</td>
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</tbody>
</table>

**TOTAL POINTS/GRADE:**
**COMMENTS/SUGGESTIONS:**
# APPENDIX D

## CRITICAL CONSCIOUSNESS BRIEF EVALUATION FORM

### PRESENTER

<table>
<thead>
<tr>
<th>RATING DEFINITIONS</th>
<th>EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT</th>
<th>GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT</th>
<th>FAIR - MARGINALLY ACCEPTABLE</th>
<th>INADEQUATE - DID NOT MEET CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXCELLENT 10.0 POINTS</td>
<td>GOOD 8.0 POINTS</td>
<td>FAIR 4.0 POINTS</td>
<td>INADEQUATE 0.0 POINTS</td>
</tr>
<tr>
<td>REFLECTION (60 TOTAL POSSIBLE POINTS)</td>
<td></td>
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</tr>
<tr>
<td>1. PROVIDE A PERSONAL SYNTHESIS OF CRITICAL CONSCIOUSNESS?</td>
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</tr>
<tr>
<td>2. PROVIDE RATIONALE FOR THREE CONCEPTS EVIDENCED IN THE BOOK THAT IS RELATED TO HIGHER EDUCATION?</td>
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<tr>
<td>3. PROVIDE RATIONALE FOR FIVE SPECIFIC CONCEPTS THAT EXPLICITLY UNDERGIRD EDUCATIONAL LEADERSHIP?</td>
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<tr>
<td>4. PROVIDE A THOUGHTFUL BOOK CRITIQUE?</td>
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<tr>
<td>5. PROBLEMATIZE AND DECONSTRUCT FREIRE’S CONCEPTS?</td>
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<tr>
<td>6. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH NO MORE THAN ONE GRAMMATICAL ERROR?</td>
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</table>

**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
## APPENDIX E
### SERVICE LEARNING PROJECT BRIEF EVALUATION FORM

**PRESENTER**

**RATING DEFINITIONS**
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT  
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT  
FAIR - MARGINALLY ACCEPTABLE  
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>REFLECTION (60 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 8.0 POINTS</th>
<th>FAIR 4.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROVIDE A RATIONALE FOR WHY SERVICE LEARNING OPPORTUNITY WAS CHOSEN?</td>
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<tr>
<td>2. PROVIDE BACKGROUND INFORMATION ON SERVICE ACTIVITY (E.G., WHOM IT BENEFITS, COMMUNITY, WHEN AND WHERE IT TOOK PLACE)?</td>
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<tr>
<td>3. EXPLICITLY STATE LEADERSHIP ASSOCIATED WITH SERVICE ACTIVITY?</td>
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<tr>
<td>4. EXPLICITLY CONNECT YOUR PARTICIPATION TO SERVANT LEADERSHIP THEORY?</td>
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<tr>
<td>5. OFFER A SYNTHESIS AND PROVIDE EVIDENCE OF HOW THE SERVICE ACTIVITY YOU CHOSE IS EXPLICITLY CONNECTED TO CRITICAL CONSCIOUSNESS?</td>
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<tr>
<td>6. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH NO MORE THAN ONE GRAMMATICAL ERROR?</td>
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**TOTAL POINTS/GRADE:**  
**COMMENTS/SUGGESTIONS:**
# Appendix F

## Case Study Research Paper Evaluation Form

### Presenter

### Rating Definitions

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT  
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT  
FAIR - MARGINALLY ACCEPTABLE  
INADEQUATE - DID NOT MEET CRITERIA

### Evaluation Form

<table>
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<tr>
<th></th>
<th>Excellent 20.0 Points</th>
<th>Good 15.0 Points</th>
<th>Fair 10.0 Points</th>
<th>Inadequate 0.0 Points</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Case Study Research Paper (160 Possible Points)</strong></td>
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</tr>
<tr>
<td>1. Provide an effective and concise introduction and conclusion?</td>
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<tr>
<td>2. Offer an in-depth understanding of current event?</td>
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<tr>
<td>3. Offer a synthesis of the current theories and literature related to leadership?</td>
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<td>4. Identify and explicitly rationalize how current event evidences social justice?</td>
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<tr>
<td>5. Effectively synthesize a research-based argument that deconstructs and problematizes leadership theories and literature as it relates to current event?</td>
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<tr>
<td>6. Offer three practical recommendations on how to improve the leadership theories discussed within paper?</td>
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<tr>
<td>7. Contain less than three grammatical errors and free of APA errors?</td>
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<td>8. Overall, components were concisely and clearly synthesized seamlessly with research?</td>
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</tbody>
</table>

**Total Points/Grade:**

**Comments/Suggestions:**
APPENDIX G
ADOBE SPARK PRESENTATION EVALUATION FORM

PRESENTER (S) ________________________________

RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>POWERPOINT PRESENTATION (30 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 7.0 POINTS</th>
<th>FAIR 4.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EFFECTIVELY, CREATIVELY, AND BRIEFLY PRESENT ALL COMPONENTS OF PAPER?</td>
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<tr>
<td>2. ACTIVELY ENGAGE AUDIENCE MEMBERS THROUGHOUT THE PRESENTATION?</td>
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<tr>
<td>3. ADOBE SPARK IS SUCCINCTLY WRITTEN, AESTHETICALLY PLEASING, AND FREE OF GRAMMATICAL AND APA ERRORS?</td>
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</tbody>
</table>

TOTAL POINTS/GRADE:  
COMMENTS/SUGGESTIONS: