Course/Learning Goal: 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. This course is designed to provide students with critical thinking leadership skills integrated with guiding CPED Principles.

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-practitioner. 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 Proficiencies for Teachers and/or Administrators/Counselors N/A

IV. TExES Competencies N/A

V. CPED Principles:
   Principle 1: Is 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 3: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
   Principle 4: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions by understand the role of scholarship and research in making educational leadership
decisions.

**Principle 5:** Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

**Course Objectives/Learning Objectives**

1. Become critically proficient at synthesizing 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. Analyze various leadership theories and respective issues relevant to aspects of leadership in action
4. Foster a sense of critical justice awareness and its relationship to various leadership models.

**VI. Course Topics**

1. Contextual Leadership
2. Leadership and Communication
3. Leadership and Followership
4. Leadership for Social Justice
5. Leadership and Diversity
6. Types of leadership
7. Ethics in Leadership and Followership
8. Leadership and Influence/Groups
9. Leadership in Organizations
10. Public Leadership
11. Leadership in Power
12. Leadership in Crises
13. Leadership & Love

**VII. Instructional Methods**

- Discussion
- Group Work
- Reflections
- Presentations
- Case Studies

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. Please refer to [https://iol.tamu.edu/webex.html](https://iol.tamu.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.
VII. Required Texts:


Other works posted on Black Boards

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 instructor.

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. Requirements (with assigned point values) specified below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation and Engagement</td>
<td>10</td>
</tr>
<tr>
<td>2. In Class Presentation</td>
<td>20</td>
</tr>
<tr>
<td>3. Reading Reflections/Discussion Post</td>
<td>25</td>
</tr>
<tr>
<td>5. Final Reflection</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

GRADES

For a grade of:

“A” Accumulated points total between 90 and 100

“B” Accumulated points total between 80 and 89

“C” Accumulated points total between 70 and 79

“D” Accumulated points total between 60 and 69

“F” Any point total below 60

*Incompletes* will not be given for this course.
COURSE ASSIGNMENTS/REQUIREMENTS

1. **CLASS PARTICIPATION AND ENGAGEMENT**  
   10 points

   An important aspect of this course is the exchange of ideas, opinions, questions, and information. You will be expected to respond respectfully for regard to individual persons and perspectives to come to each class fully prepared to participate, both by contributing relevant information from assigned readings and by contributing to class discussion.

   **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.*

   **Electronic Devices:** Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted during the mid-class break. Unauthorized use of electronic devices during class will result in the complete forfeit of class participation points. Please see the tentative calendar (*Appendix A*) and the evaluation form (*Appendix B*) for further details regarding this course activity.

2. **IN CLASS PRESENTATION**  
   20 points

   This course component requires that you present a **30-minute interactive presentation** on an assigned concept of leadership (gleaned from class readings and discussion for the specific day one presents) integrated with your field of interest/experience i.e. post-secondary component as faculty, staff, administration or research interest. Similarly, for K-12 education as faculty, superintendency, principalship, or research interest. You are required to present your area of interest/ experience and convey how you have (or will apply) applied the assigned leadership concept(s) in your past, present, or future work. Special emphasis should be placed on your current strength (growth) and/or weakness (frustrations) with the application of the concept. Be sure to utilize multiple means of engagement. See the evaluation form (*Appendix C*) for further details regarding this course activity.

3. **WEEKLY READING REFLECTIONS AND DISCUSSION POST**  
   25 points

   This course requirement will help one to undergird and reflect on the readings and content in relation to leadership by asking that one proposes an original question and synthesizes a response due each Sunday **by midnight** (*See Appendix A for tentative calendar*) via the Discussion Board on Blackboard. The one to two-page reflection should be generated from the readings and should be a minimal of 300 words for your weekly reflection. Failure to post before the assigned deadlines results in the automatic forfeit of all points for that week. You are encouraged to be thoughtful in your reflections so as to illustrate your comprehension and connection to weekly course readings at a critical level While you may use direct quotes, use this as an opportunity to articulate your sense making of the content. Please see the tentative calendar (*Appendix A*) and the evaluation form (*Appendix D*) for further details regarding this course activity.

   **Online Discussion Post:** There will be opportunities to engage one another through online discussion posts due throughout the semester. As such, you are required to also respond to **ONE** of your classmate’s weekly reading reflection. Again, this course requires that your responses exemplify a high synthesis and critical thought relating to course concepts Please see the tentative calendar (*Appendix A*) and the evaluation form (*Appendix D*) for further details regarding this course activity.
4. MIDTERM CASE STUDY RESEARCH PAPER

This course component requires you to analyze an assigned current event within your chosen field (the context of postsecondary or secondary education) in which you can offer a critical analysis. More specifically, the analysis must be in the form of a research paper. Students will use peer-reviewed journals as a means to build an analysis informing the larger narrative of your topic. The assigned topic shall be analyzed via a leadership lens, integrated with social justice orientation, and complimentary to your chosen field of interest.

Introduction/Conclusion: Both the introduction and conclusion must be seamlessly and succinctly written to give an overview of the topic you will discuss in the paper. The introduction should include an explicit roadmap that details the outline of the paper. The introduction/roadmap will serve as a guide to be followed throughout the research paper 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 your topic. You should explicitly address the following queries: How does the topic compliment your field of interest? What is the underlying issue of this case? What are the decision issues presented in the case? What facts are essential for understanding and dealing with the issues? What leadership aspects are found within the case? 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 leadership action (short- and long-term) should be taken?

Leadership Theories/Current Literature: This section 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 course discussions throughout the semester, as well as, additional resources supported by the required readings. You must discuss what leadership theories are prevalent or relevant within the current event /case that help improve the situation or circumstances. Note: This section should comprise a majority of the paper.

Social Justice: This section requires you to make a connection between the topic and the social justice literature. If direct connections cannot be made then provide implications for social justice. Provide ample evidence to support your rationale.

Recommendations: This section requires you to offer three recommendations. One for each of the following: Policy, Practice, Research. Be explicit on the recommendations within each category that will yield an improvement in the situation or circumstances presented in the case. *Recommendations should be a reflection of your own leadership experiences, leadership theory, and other research.

Paper Requirements: You must provide a 12-15 page (double-spaced) research paper (including references and appendices, if needed) with a minimal of 5 outside peer-reviewed references. Papers are expected to be thoroughly written, with no more than two grammatical mistakes and free of APA errors.

The midterm case study research paper must be submitted via BlackBoard under the Content Folder for the respective week. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix E) for further details regarding this course activity.
5. Final Reflection Paper

This course component requires that you reflect upon the semester’s class discussions, discussion posts, presentations, readings, midterm case study and course concepts relating to leadership. This paper is designed to frame your learning of the overall class and course concepts in relation to your role as a leader. You should explicitly address the following queries: What leadership course concepts resonated with me? How can I further my research interest utilizing the chosen leadership topics discussed in class? Have I made leadership connections at a critical level concerning my field of interest? What additional areas of research are needed to propel me further into my chosen field? Are there additional areas of leadership that need further investigation to compliment my field of interest? How can I adapt course concepts to my current leadership role?

Paper Requirements: You must provide a 5-8 page (double-spaced) paper reflecting on the semester’s course concepts and how they connect via your leadership lens and your chosen field of interest. Papers are expected to be thoroughly written, with no more than two grammatical mistakes and free of APA errors. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix F) for further details regarding this course activity.

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.

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.
**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.

**Technology-- Blackboard and Email:** All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements/resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only.

**Assignment Format:** All assignments are to be submitted electronically and hardcopy and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers should be double-spaced in 12 pt font (Times New Roman, preferred) with 1” margins. All sentences should be divided by a double space. **Electronic documents/files should be labeled with the student’s name, for example:** Aguilar-Reflection1.doc

**The CASA Writing Center:** The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource. [http://casa.tamucc.edu/wc_services.php](http://casa.tamucc.edu/wc_services.php)

**Late/Missed Assignments:** All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.
<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| Aug. 28   | Introduction, Syllabus and Course Overview/Expectations  
Contextualize Leadership  
Select date to present and assign cases  
**[On-Campus Meeting]** |
| Sept. 4   | Leadership and Communication  
Hackman & Johnson - Chapter 1  
Glickman - Chapter 1  
**[Independent Work/Reading Reflections]**  
[DUE: Reading Reflections due midnight on Sunday, September 2]  
[DUE: Read Instructions and Complete LSI1 due Tuesday, September 4 by 7:00pm]  
[DUE: Fill out “Self-Improvement Plan” in LSI1 Booklet (pg64) due Tuesday, September 4, by 7:00pm] |
| Sept. 11  | Leadership & Followership Communications Styles  
Hackman & Johnson – Chapter 2  
Glickman - Chapter 2  
**[On-Campus Meeting]**  
**[Library Resources and Research Presentation]**  
**[Field Based Student Presentation #1]** |
| Sept. 18  | Leadership, Diversity and Social Justice Leadership  
Hackman & Johnson – Chapter 10  
Glickman - Chapter 3  
bell hooks Chapter [Due: Respond to peer by Tuesday, September 18 at 7:00pm]  
**[Independent Work/Reading Reflections/Results of the LSI2]**  
[DUE: Reading Reflections due midnight on Sunday, September 16]  
[DUE: Administer LSI2 w/5 people – WRITE UP OF LSI 1 & LSI 2 RESULTS IS THE READING REFLECTION ASSIGNMENT FOR THIS WEEK] |
| Sept. 25  | Traits, Situational, Functional and Relational Leadership  
Hackman & Johnson – Chapter 10  
Glickman - Chapter 4  
**[On-Campus Meeting]**  
**[Field-Based Student Presentation #2]**  
[DUE: Reading Reflections due midnight on Sunday, September 23] |
| Oct. 2    | Transformational and Charismatic Leadership  
Hackman & Johnson – Chapter 4  
Glickman - Chapter 5  
**[On-Campus Meeting]**  
**[Field-Based Student Presentation #3]**  
[DUE: Reading Reflections due midnight on Sunday, September 30] |
| Oct. 9    | Leadership and Influence /Groups Teams  
Hackman & Johnson – Chapter 6 & 7  
bell hooks Chapter [Due: Respond to peer by Tuesday, October 9 at 7:00pm]  
**[Independent Work/Reading Reflections]**  
[DUE: Reading Reflections due midnight on Sunday, October 7] |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Author(s)</th>
<th>Chapter/Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 16</td>
<td>Ethical Leadership and Followership</td>
<td>Hackman &amp; Johnson</td>
<td>Chapter 11</td>
<td>[Independent Work/Reading Reflections] [DUE: Reading Reflections due midnight on Sunday, October 14]</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>[Tentative Web-Ex Meeting]</td>
<td></td>
<td></td>
<td>[DUE: Midterm Case Study by midnight Tuesday, October 23]</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Leadership in Organizations</td>
<td>Hackman &amp; Johnson</td>
<td>Chapter 8</td>
<td>[On-Campus Meeting] [Field-Based Student Presentation #4] [DUE: Reading Reflections due midnight on Sunday, October 28]</td>
</tr>
<tr>
<td>Nov. 6</td>
<td>Leadership in Power</td>
<td>Hackman &amp; Johnson</td>
<td>Chapter 5</td>
<td>bell hooks Chapter [Due: Respond to peer by Tuesday, November 6 at 7:00pm] [Independent Work/Reading Reflections] [DUE: Reading Reflections due midnight on Sunday, November 4]</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Public Leadership</td>
<td>Hackman &amp; Johnson</td>
<td>Chapter 9</td>
<td>[On-Campus Meeting] [Field-Based Student Presentation #5] [DUE: Reading Reflections due midnight on Sunday, November 11]</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Leadership in Crises</td>
<td>Hackman &amp; Johnson</td>
<td>Chapter 13</td>
<td>[Independent Work/Reading Reflections] [DUE: Reading Reflections due midnight on Sunday, November 18]</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Leadership &amp; Love</td>
<td>Nelson &amp; Aguilar</td>
<td>Article</td>
<td>[Field-Based Student Presentation #6] [On Campus Meeting] [DUE: Reading Reflections due midnight on Sunday, November 25]</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>[Independent Work/Reading Reflections]</td>
<td></td>
<td></td>
<td>[DUE: Final Reflection/Reading Reflections by midnight December 4]</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>[Finals Week]</td>
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</tbody>
</table>

*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

Evaluation Form Class Participation and Engagement

## PRESENTER

### RATING DEFINITIONS

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

## Class Participation and Engagement (10 Total possible points)

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT (3.3 POINTS)</th>
<th>GOOD (2.5 POINTS)</th>
<th>FAIR (1.0 POINTS)</th>
<th>INADEQUATE (0.0 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides insightful, reflective, and relative information to class that is timely</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Clear reference to text being discussed and connects it to other texts or reference points from previous readings and discussions.</td>
<td></td>
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</tr>
<tr>
<td>Is respectful and inclusive of all persons represented in class as evident in posture, demeanor and behavior.</td>
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</tr>
<tr>
<td>Is actively engaged in class participation and discussion.</td>
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</tr>
<tr>
<td>Responds respectfully to other student's remarks, provokes questions and comments from the group</td>
<td></td>
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</tr>
</tbody>
</table>

## TOTAL POINTS/GRADE:

### COMMENTS/SUGGESTIONS:
# Evaluation Form for Student Presentation

**APPENDIX C**

**PRESENTER**

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

<table>
<thead>
<tr>
<th><strong>In Class presentation (20 Total possible points)</strong></th>
<th><strong>EXCELLENT (5.0 POINTS)</strong></th>
<th><strong>GOOD (3.0 POINTS)</strong></th>
<th><strong>FAIR (2.0 POINTS)</strong></th>
<th><strong>INADEQUATE (0.0 POINTS)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Related leadership content to chosen field in a manner that was understandable, creative, and interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engaged with class using Adult-learning strategies (How)</td>
<td></td>
<td></td>
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<tr>
<td>• Utilized multiple means of representation, expression (i.e. use of technology, visuals, handouts.) (What)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Seeks to understand and apply leadership concepts by examining <em>openly</em> own experiences in the past, present, and possible future as it relates to the topic and to illustrate points being made.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Demonstrates an <em>open, non-defensive ability to self-appraise</em>, discussing both growth and frustrations as it relates to application of leadership concept. Asks probing questions about self and seeks to answer these. (Who/Why)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Presented information in organized manner
- Time management of presentation (When)

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

Evaluation Form for Weekly Reading Reflections and Discussion Post

---

**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>Weekly Reading Reflections and Discussion Post (25 Total Possible Points)</th>
<th>EXCELLENT (5.0 POINTS)</th>
<th>GOOD (3.3 POINTS)</th>
<th>FAIR (2.0 POINTS)</th>
<th>INADEQUATE (0.0 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided a synthesized answer to a question that provided thoughtful analyses of course readings and course concepts.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Posed an original higher-order question.</td>
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</tr>
<tr>
<td>3. Met or exceeded the word count for all required reading reflections.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Free of spelling &amp; grammar errors</td>
<td></td>
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</tr>
<tr>
<td>4.5. Submitted all discussion posts using a critical lens and tenets of leadership.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.6. Responded to peer discussion post.</td>
<td></td>
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</tr>
</tbody>
</table>

**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
APPENDIX E

Evaluation Form for Case Study

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>Case Study Paper (25 Total Possible Points)</th>
<th>EXCELLENT (5.0 POINTS)</th>
<th>GOOD (3.3 POINTS)</th>
<th>FAIR (2.0 POINTS)</th>
<th>INADEQUATE (0.0 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization: Provided a concise introduction, body, and conclusion. APA and other paper requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Case Study: Answered all questions under this section and made connections to own field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Leadership Theories/Current Literature: Offered a synthesis of applicable and current leadership theories while making connections to the case and potential solutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Recommendations: Offered three recommendations (Policy, Practice, Research) on how to improve the situation or circumstances based on leadership theories, experiences, and other research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX F

### EVALUATION FORM FOR FINAL REFLECTION

**Student**

**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>Final Reflection Paper (20 Total Possible Points)</th>
<th>EXCELLENT (4.0 POINTS)</th>
<th>GOOD (2.0 POINTS)</th>
<th>FAIR (1.0 POINTS)</th>
<th>INADEQUATE (0.0 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided thoughtful reflection of overall course experience</td>
<td></td>
<td></td>
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<td>2. Made connections to leadership topics and weekly course readings, discussion posts, presentations, midterm case study and other research</td>
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<td>3. Responded to the queries as suggest in the syllabus. i.e. <em>What leadership course concepts resonated with me? Have I made leadership connections critical level concerning my field?</em></td>
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<td>4. Focused on how and why the readings or new learned ideas have changed, challenged, or aligned with one’s personal and professional self</td>
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<td>5. Adhered to all technical paper requirements as indicated in the syllabus</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**