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the student’s responsibility to follow up with a classmate for class notes. Absences, arriving late to class, or leaving early from class will affect the course participation grade.

Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aao/fao/).

Disability Accommodations:
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Counseling and Psychological Services (CAPS)** www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX:
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity:
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

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I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Incomplete Policy:
The grade of Incomplete (I) is given only when a student has passing grades in 2/3 of assigned work, but, because of extenuating circumstances, cannot complete all of the course work by the end of the semester. Extenuating circumstances include (1) incapacitating illness which prevents a student from attending classes; (2) a death in the immediate family; (3) change in work schedule as required by an employer; or (4) other emergencies deemed appropriate by the instructor. A grade of Incomplete should not be requested, nor given, for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

Once the appropriate work is completed, the instructor must submit to the Registrar’s Office a completed change of grade form, signed by both the instructor and the chairperson of the department. If no grade change is submitted within 365 days of the grade of Incomplete being assigned, the default grade indicated above will be applied to the course.

Any exceptions to the regulations listed in the student catalog pertaining to grades of incomplete require the approval of the instructor, Graduate Advisor, and department chair.

Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Professional Dispositions:
Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students
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**Student Feedback Survey:**
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Emergency Phone Numbers:**
In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. The non-emergency number is 817-272-3381.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are at the end of the halls. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**In-class Technology:**
Students may use technology in the classroom as needed to meet the course learning outcomes. Technology should not be used excessively or for work that is irrelevant to the class discussion or assignments. Students are encouraged to not use technology during the class discussions in order to fully focus on the facilitator and dialogue.

**Course Assignments:**

1. **Participation – 24 points**
   Class participation is instrumental to each student’s learning and development, and active engagement is expected for graduate students. Each student is expected to read all of the required assignments, reflect and critique the researcher’s work, and engage in small and large group activities and discussions. While I welcome a wide variety of perspectives and experiences, I expect class contributions to not demean a person or groups of people. In order to promote a safe space and supportive learning environment, students are expected to approach the course content, instructor, and one another with civility and respect.

   I understand students learn differently and may demonstrate participation in a variety of ways. I encourage you to challenge yourself to participate in new ways to foster new methods of learning. The entire class benefits when students read and analyze the course materials and then arrive prepared to actively participate in class.

   Students are expected to participate in eight weeks of discussion (three points each) and will be graded on the following criteria: listening, participation, quality of contributions, impact of contributions, and frequency of contributions.

2. **Discussion Facilitator: 15 points**
Each student will lead one course discussion on an assigned reading. Students are expected to facilitate discussion for at least 30 minutes and create a one-page summary handout on their reading. Discussion facilitations should begin with an introduction/overview to the course reading (approximately 3-5 minutes), advance to an in-depth discussion of the reading with three-question discussion protocol (at least 20 minutes), and then conclude with a wrap up of the course dialogue (approximately 5 minutes).

Please note: The facilitator should not use their time to summarize the course reading because students are expected to have already read the assigned readings.

Facilitations will be graded on a 15-point rubric. For more information on the facilitation rubric, please see Course Materials on the course Blackboard page.

Students will submit their discussion protocol and one-page summary handout in Assignments on Blackboard by midnight the night before their presentation date for grading. The summary will be posted under Course Materials for the class.

3. Journals – 16 points
These journal reflections are eight points each. Submit the journals under the Assignments tab on Blackboard by midnight (CST) on the due date.

**Journal #1** is the student’s personal reflection on leadership. In 750-1,000 words, respond to the following questions:
1. Describe your personal history and background. (2 points)
2. Discuss how your background influences your definition of leadership and expectations for those individuals who lead organizations. (2 points)
3. Leadership is a process. Who or what has been most influential in the process of your leadership development? (2 points)
4. At the beginning of this term, you had your own definition of leadership. What aspects of your definition have remained the same? What has changed? (2 points)

**Journal #2** is focused on diversity and leadership as well as promoting organizational change. In 750-1,000 words, please respond to the following questions:
1. Identify and describe a salient social identity for you and relate this identity to your performance of leadership. (2 points)
2. Describe your approach in developing relationships within diverse followers or groups. Also, describe any challenges you have encountered relating to diverse individuals and how you overcame those obstacles. (2 points)
3. Consider a leadership or organizational issue you have observed in your work place. Briefly describe the issue, then identify and discuss a leadership strategy you can employ to address this issue. (4 points)

4. “This I Believe” Project – 40 points
1. Part 1: Questionnaire (3 points) - Complete the questionnaire and write a one-page response to the following questions: Which belief statement resonated with you the most? Which one resonated with you the least? Why or why not? Submit on Blackboard under the Assignments tab by midnight (CST) on Monday, June 18.
2. Part 2: Statement and Story (7 points) - Based on your responses and reflection, develop our own belief statement (2 points) on an issue related to leading in the field of education. Then students will tell their story to show that belief in action or explain why they believe what they do (5 points). Submit on Blackboard under the Assignments tab by midnight (CST) on Monday, July 9th. Present stories in small group discussions during class.

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3. Part 3: Final Paper (15 points) – Each student will write their own “This I Believe” essay that includes a statement of a personal belief on leadership in education. This requires personal reflection on your perceptions of the role of leaders in educational settings and how you shape and inform those spaces. Essays must begin with the phrase, “This I believe…” (3 points). Essays should include at least one of the leadership or organizational theories discussed in this class (5 points). The final essay should tell a story and provide evidence for your belief (5 points). The paper should be approximately 5 pages (2 points), and it is due by midnight (CST) on Thursday, August 9th. Submit on Blackboard under the Assignments tab.

   Tips: Tell a specific story by grounding your belief in real events of your life. Your story can be heart-warming, gut-wrenching, or even funny. Make sure you name your belief. If you cannot state your belief in a sentence, then it needs revising. Be positive and focus on what you believe, not what you don’t believe. Be personal and write in your own voice (first person). Let your voice shine.

4. Part 4: Presentation (15 points) – Each student will deliver a 5-minute speech (2 points) that summarizes their belief statement. The presentation must begin with the phrase, “This I believe…” (3 points) The presentation must identify at least one leadership or organizational theory discussed in the class (5 points). Students must demonstrate effective communication (speak clearly, make eye contact, maintain pace) (5 points). Students may use up to one sheet of 8x11” paper with typed notes to present their statement. PowerPoints are not allowed, but students may use an artifact, a picture, or a prop. Be creative! Presentations will be held in class on Monday, August 6th.

**Grading Scale**
Students are expected to keep track of their performance throughout the course and seek guidance early if their performance drops below satisfactory levels. I will use the grading scale below. Please note: No rounding up for final grades.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<td>60-69</td>
<td>D</td>
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<tr>
<td>Anything lower than 60</td>
<td>F</td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th>Class No.</th>
<th>Meeting Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>June 4</td>
<td>Welcome and Introductions</td>
<td>Overview of the Course</td>
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<tr>
<td>2</td>
<td>June 11</td>
<td>What is Leadership?</td>
<td>Trait Approach</td>
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<td>Discussion Facilitator: Dr. Allen</td>
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<td>3</td>
<td>June 18</td>
<td>Skills Approach</td>
<td>Situational Leadership</td>
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<td>Discussion Facilitators (2):</td>
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<td>4</td>
<td>June 25</td>
<td>Transformational Leadership</td>
<td>The Leadership Challenge: Five Practices of Exemplary Leadership</td>
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<td>Discussion Facilitator (1):</td>
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<td>5</td>
<td>July 2</td>
<td>Servant Leadership</td>
<td>Emotional Intelligence</td>
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<td>Discussion Facilitator (2):</td>
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</tbody>
</table>
| 6 | July 9 | Leadership Ethics  
Discussion Facilitators (1): | Northouse, Chapters 13  
Cases 13.1  
**Project Part 2 Due** |
|---|---|---|---|
| 7 | July 16 | Leadership, Organizations, and Gender  
*Guest Speaker/Facilitator: Dr. Maria Delgado* | Northouse, Chapter 15  
Dancy, Chapter 6 (BB)  
*Optional Reading: Northouse, Chapter 16* |
| 8 | July 23 | Equity in Leading Organizations  
Discussion Facilitators (2): | Johnson, Chapter 2 (BB)  
Scheurich & Skrla, Chapter 7 (BB) |
| 9 | July 30 | Leading Change  
Discussion Facilitator (2): | Kotter, Chapters 1, 2, & 11 (BB)  
**Journal #2 Due** |
| 10 | August 6 | “This I Believe” Presentations (Part 4)  
Class Wrap-Up | Project Part 3 (Paper) Due by midnight (CST), August 9th |

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