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please send me an email or leave a voicemail message as a professional courtesy. After an absence, it is 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://wweb.uta.edu/aa/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.

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:

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

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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](http://www.uta.edu/oit/cs/email/mavmail.php).

Final Review Week:
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

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 may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

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.

Education Subject Guide:
Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, http://libguides.uta.edu/edad. For further help, contact the Education Librarian Andy Herzog (amherzog@uta.edu).

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.

Guidelines for Submitting Assignments
Written work is due in the Assignments tab on Blackboard by midnight (CST) on the due date, and all file names must include your last name. All assignments should have correct APA (6th Ed.) formatting, including but not limited to cover pages, citations, reference lists, headings, and subheadings. If students foresee missing a deadline, it is their responsibility to contact me in person or via email prior to the assignment’s due date. All assignments received after midnight (CST) will be lowered half a letter grade for every day they are late (e.g., from B+ to B for one day late).

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 – 35 points (Ongoing)
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 seven weeks of discussion (five 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 (Ongoing)
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 (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 book chapter and article(s). 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 for grading, and I will then post the summary under Course Materials for the class.

3. Research Study Proposal – 50 points
The rubrics and assessments for each portion of the research study proposal are listed under Course Materials. All components of this assignment are due by midnight (CST) on the date specified. To submit each part, click on the Assignments tab in Blackboard.

   Part 1: Topic Proposal – 5 points (June 27th)
   The proposal is a brief (approximately 1 page, excluding references) description of the final research study proposal that includes a succinct overview of the leadership problem you want to study (1 point), the rationale for examining this issue (2 points), a statement on the leadership theory you are interested in using (1 point), and correct APA (1 point). After the research proposal is approved, students may proceed with their research study proposal.

   Part 2: Research Study Draft – 10 points (July 18th)
   Students will submit at least a two-page draft of their research proposal’s introduction (argument) section. The draft must set the context of leadership problem you want to study (clearly the state the population, setting, and issue, all with appropriate data) (3 points), provide a rationale for the problem (Why is this an important and compelling issue?) (2 points), include a clear, detailed purpose statement (2 points), and follow APA (3 points). The draft can include other portions (i.e., literature review, significance, or conclusion), but the introduction is required and is the only section to be graded.

   Part 3: Peer Review – 5 points (July 25th)
   Each student will be assigned as a peer reviewer. Students will read the research study proposal draft and provide detailed feedback using Word track changes to make comments and edits. Students will also complete a peer review assessment (Course Materials, Rubrics, Research Study Draft). The peer review assessment and the feedback (track changes) are not due until midnight (CST) on July 25th, however we will have an opportunity for partners to discuss their feedback in class.

   Part 4: Research Study Proposal – 20 points (August 8th)
   Each student will submit a research proposal. The purpose of this assignment is for student’s to gain experience developing a research study on leadership. The research study proposal must include an introduction with a statement of the problem (approximately 2 pages), literature review (at least 10 refereed sources) and description of theoretical framework (approximately 6 pages; literature review – approximately 4 pages, theoretical framework – approximately 2 page), statement of significance to

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research, policy, and practice (approximately 2 pages), and conclusion (at least two paragraphs). The final paper must be between 10-12 pages in length, excluding the cover page and references.

*Part 5: Final Presentation – 10 points (August 8th)*

Students will deliver a 7-10-minute presentation (4 points) that provides an overview of the key components (introduction and problem statement, brief overview of the literature and theoretical framework, statement of significance, and conclusion) (6 points) of their final paper. PowerPoint is not required.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Anything lower than 60</td>
<td>F</td>
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</tbody>
</table>
### Summer 2016 Schedule

<table>
<thead>
<tr>
<th>Class No.</th>
<th>Meeting Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
</table>
| 1         | June 6       | Course Overview | Northouse, Preface, Chapters 1-2  
Introductory Discussion on Leadership Theory  
Trait Approach  
Discussion Facilitator: Dr. Allen |
|           |              | Skills Approach | Northouse, Chapter 3  
Mumford et al., *Leadership Skills for a Changing World*  
*Optional Readings: Northouse, Chapters 4-6*  
Discussion Facilitators: Garland Dunlap and Joslyn Krismer |
| 2         | June 20      | Servant Leadership | Beazley & Beggs, *Teaching Servant-Leadership*  
DePree, *Three Things Necessary*  
*Optional Readings: Northouse, Chapters 7-9*  
Discussion Facilitators: Meagan Rogers and Delcenia Collins |
| 3         | June 27      | Team Leadership | Northouse, Chapter 12  
Zaccaro et al., *Team Leadership*  
*Optional Readings: Northouse, Chapters 11, 13*  
Discussion Facilitators: Mari Duncan and Chrishawn Finister |
| 4         | July 4       | Holiday: No Class | |
| 5         | July 11      | Women and Leadership | Northouse, Chapter 14  
Heilman, *Description and Prescription*  
Discussion Facilitators: Rebecca Stringer and Anna Mroch |

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Discussion Facilitators</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>July 18</td>
<td>Culture and Leadership</td>
<td>Michael Russ and Veronica Davis</td>
<td>Northouse, Chapter 15</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Jokinen, <em>Global Leadership</em></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td><em>Research Study Draft Due</em></td>
</tr>
<tr>
<td>8</td>
<td>July 25</td>
<td>Leadership Ethics</td>
<td>Dr. Allen</td>
<td>Northouse, Chapter 16</td>
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<td></td>
<td></td>
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<td>Ciulla, <em>Leadership Ethics</em></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td><em>Peer Review Due</em></td>
</tr>
<tr>
<td>9</td>
<td>August 1</td>
<td>Leading Change</td>
<td>David Duvall and Mara Álvarez-Delgado</td>
<td>Kotter, <em>The Organization of the Future</em> and <em>Leadership and Lifelong Learning</em></td>
</tr>
<tr>
<td>10</td>
<td>August 8</td>
<td>Class Wrap-up</td>
<td></td>
<td><em>Research Study Proposal and Final Presentation Due</em></td>
</tr>
</tbody>
</table>
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
• **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

• **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.