HIED 654 01W Seminar in Instructional Leadership
COURSE SYLLABUS: FALL 2015

Instructor: Seung Won Yoon, Ph.D. Associate Professor
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COURSE INFORMATION

Textbook(s) Required
Diamond, R. M., & Adam, B. (Eds.). (2002). *Field guide to academic leadership*. San Francisco, CA: Jossey-Bass.

Course Description
Curriculum development, organizing for instruction, evaluation, and other college/academic leadership skills will be emphasized, particularly as they apply to strategies for faculty development to enhance teaching and learning.

Student Learning Outcomes
Upon completion of this course, students will be able to:
1. Interpret and evaluate organizational theories and perspectives. Specifically the student will be able to
   a. Describe and explain the nature of organizational structure and behavior.
   b. Explain how organizations function.
2. Interpret and evaluate leadership theories. Specifically the student will be able to
   a. Critically differentiate between leadership and management.
   b. Analyze leadership strategies and decision-making techniques.
   c. Identify and analyze the roles of instructional leaders.
3. Demonstrate an understanding of instructional processes. Specifically, the student will be able to
   a. Describe and analyze theories of learning and student development.
   b. Evaluate strategies and ethical principles in instruction.
   c. Identify and analyze available procedures for student and program assessment.
   d. Evaluate procedures for curriculum development and coordination.
4. Demonstrate an understanding of the process and strategies for the development of personnel. Specifically, the student will be able to
   a. Design and implement a faculty development plan.

      b.   Analyze faculty evaluation plans and incentives.

COURSE REQUIREMENTS

Instructional/Methods/Activities Assessments:

Reading:
Read assigned chapters for each module (see "Course Calendar" at end of syllabus).

Discussion Boards (7 at 100 points each = 700 points total):
To complete discussion board posts and replies, login to the eCollege HIED 654 course shell. Each discussion board contains a discussion thread topic pertaining to a specific chapter (or chapters) in the textbook. Each discussion board will require a "post" and two "replies" to fellow classmate's posts.

> **Initial Post (80%):** Student provides thoughtful and thorough response to each topic for discussion. Students will need to complete an initial "post" to each discussion board thread at least four days before the module end date. Before your posting, review "post" content for correct grammar and spelling.
>
> **Replies (20%):** Student provides constructive comments to a fellow classmate's post. Reply content must relate to discussion topic. Review "reply" content for correct grammar and spelling. It is suggested that each reply consist of a minimum of four to five complete sentences. <u>If no comment is provided, score will be curved on the original score to reflect the none-completion of peer feedback.</u>

Follow the "Course Calendar" due dates for each Discussion Board. It is critical that students read all the postings for each topic. This will ensure that you not only respond to the topic questions, but to your colleagues' comments as well. Also, it will help in ensuring against anyone plagiarizing your work.

Final Group Research Paper - Research Interest Sharing and Group Finalization (50 points)

Research groups consisting of 5~6 members will be formed during module 6 based on topical interests.

Final Research Paper (100 points):
Each group will write a final research paper as a group (about 10~15 pages, double spaced including references) that will require American Psychological Association (APA) formatting (6th edition). Specifics and grading rubric will be available within the eCollege HIED 654 course. Group will have a chance to receive feedback on the draft report to revise it and submit the final version. All final research papers will be run through the Turnitin.com software as an add-on service in eCollege, which will produce an originality report for review. Any section that violates plagiarism will receive an individualized score of zero for that person only, and the group will have a chance to receive feedback about their draft from the instructor and from classmates as well.

Giving Feedback to Another Group's Draft Report (50 points)
You will provide a concise and constructive feedback to one group's draft report.

Peer Evaluation of Group Work (50 points)

For peer evaluation, you will receive a form to fill out at the end of the group work, and send it to me electronically as an attached file.

Late submissions of any of the requirements in this course are not accepted after the due date. However, I do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments, such as jury duty, hospitalization, or death/illness of a family member. In these instances, a student is expected to notify the instructor before the assignment deadline.

GRADING

Your final grade will be determined according to the following scale:

Points	Grade
900-1000	A
800-899	B
700-799	C

Please remember, no grade below a "B" may be applied to a doctoral degree.

TECHNOLOGY REQUIREMENTS

This is 100% online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform.

The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

ACCESS AND NAVIGATION

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (8.0 or higher).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information:

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Please periodically review (1) updated announcements within the HIED 654 eCollege course homepage for updated information pertaining to this course and (2) your MyLeo email account in case I need to send you a confidential message. Although I will reply to emails from non-university email accounts, I will only send original messages to MyLeo email accounts. Thank you for understanding my request, as I have no control over firewalls from your home or work.

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me.

- Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received. However, I encourage you to post all generic questions to the Q&A forum section of the course in order to avoid duplicate questions. The chances are that your peers will have the same question. Each of the seven modules within our HIED 654 course shell has a link entitled Module Q&A where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through the Module Q&A forums.

- You can meet me during my office hours by appointment (Tuesdays 9:00-1:00 Commerce #110 & Virtually during the day by appointment). Another way to interact with me is through skype (my ID is hrdswon). Or if you want to talk via phone, you may contact me via my cell phone 217-493-5741 (Please leave detailed message if I do not answer).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, Times New Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Written assignments will be graded according to the following criteria:
- Completeness of response to the assignment
- Organization and coherence
- Appropriate grammar, punctuation, spelling
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition).

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at:
http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literature Languages/writingCenter/default.aspx

ADA Statement

Students with Disabilities:
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. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University email and in announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you will complete and turn in your assignments on time.

Module 1 Aug. 31-Sep. 13	Read Chapters 1, 2, 3, 4, 5, and 6 Discussion Board "Post" due by Sep. 10 Discussion Board closes Sep. 13
Module 1 **Aug. 31-Sep. 13**	Read Chapters 1, 2, 3, 4, 5, and 6 Discussion Board "Post" due by Sep. 10 Discussion Board closes Sep. 13
Module 2 **Sept. 14-Sept. 27**	Read Chapters 7, 8, and 9 Discussion Board "Post" due by Sept. 24 Discussion Board closes Sept. 27
Module 3 **Sept. 28-Oct. 11**	Read Chapters 10, 11, 12, and 13 Discussion Board "Post" due by Oct. 8 Discussion Board Closes Oct. 11
Module 4 **Oct. 12-Oct. 25**	Read Chapters 14, 15, 16, and 17 Discussion Board "Post" due by Oct. 22 Discussion Board closes Oct. 25
Module 5 **Oct. 26-Nov. 8**	Read Chapters 18, 19, 20, and 21 Discussion Board "Post" due by Nov. 5 Discussion Board closes Nov. 8
Module 6 **Nov. 9-Nov. 22**	Read Chapters 22, 23, 24, and Two of your choice from 25~28 Discussion Board "Post" due by Nov. 19 Discussion Board closes Nov. 22 Research interest sharing individually by Nov 19 Group formation by the instructor and research focus finalization as a group by Nov 22
Module 7 **Nov. 23-Dec. 18**	Read Chapters 29, and Two remaining chapters from 25~28 Discussion Board "Post" due by Dec. 3 Discussion Board closes Dec. 6 Final Research Paper Draft Due Dec. 10 Feedback to One Group's Draft Due Dec. 13 Final Research Paper Due Dec. 16 Peer Evaluation of Group Contribution Due Dec. 16 or earlier