EDUC604

Course Summary

Course : EDUC604 **Title :** Leadership in Higher Education
Length of Course : 8
Prerequisites : ADHE601, SAHE510, EDUC511 **Credit Hours :** 3

Description

Course Description: In Leadership in Higher Education, students thoroughly examine various leadership theories and develop the ability to draw upon multiple paradigms and perspectives to improve their practices as leaders. Students will analyze current challenges in Student Affairs and discuss the leadership skills needed from all administrators involved. Throughout the course, students will reflect on how their values and philosophical perspectives influence their day-to-day leadership decisions and practices and how they respond to crises. (Prerequisites: EDUC511 and either SAHE510 or ADHE601)

Course Scope:

This course will focus on the leadership of higher education and the role of leaders in institutional transformation. Students will focus on the complex social and political environments and the current and future trends of higher education while exploring the study of leadership theory and research.

Objectives

1. Apply major theories of leadership to various contexts and situations in higher education.

2. Assess various ways in which leadership is defined and the expectations those definitions create

3. Examine multiple and diverse perspectives while examining the theory and practice of leadership

4. Assess one's own leadership style and focus on areas for development

5. Distinguish how leadership differs at various levels and different types of institutions

6. Weigh ethical issues and considerations in leading institutions of higher education

7. Summarize several models of leadership development

Outline

Week 1: Introduction to Leadership

Learning Outcomes

1. Explain various leadership theories and key concepts associated with each theory.

Required Readings

Chapters 1 & 3: Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: Jossey-Bass

Chapter 1: Owen, J.E. (Ed.). (2015). *Innovative learning for leadership development*. Hoboken, New Jersey: John Wiley & Sons.

Assignments

Forum #1

Project Proposal

Recommended Optional Reading
Recommended Media

Week 2: Academic Leadership Role

Learning Outcomes

- Compare and contrast various leadership roles at various types of higher education institutions
- Analyze the purpose of leadership at higher education institutions
- Develop self-awareness as a leader

Required Readings

Chapters 4 & 5: Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: Jossey-Bass

pages 71-96: Kezar & Lester

Assignments

Forum #2

Recommended Optional Reading
Recommended Media

Week 3:

Learning Outcomes

- Explain social and cultural influences and perspectives on leadership theories
- Evaluate the impact of leaders in the helping organizations comprehend vision and purpose

Required Readings

Chapter 2: Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: Jossey-Bass

pages 17-40: Komives, S. R., & Wagner, W. (2016). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). San Francisco: Jossey-Bass

Chapters 2 & 3: Owen, J.E. (Ed.). (2015). *Innovative learning for leadership development*. Hoboken, New Jersey: John Wiley & Sons.

Assignments

Forum #3

Recommended Optional Reading
Recommended Media

Week 4: Leadership Teams and Relational Leadership

Learning Outcomes

- Evaluate emerging leadership theories in higher education
- Analyze models that are more "horizontal" than "vertical"
- Develop a definition of leadership that aligns with your philosophy

Required Readings

Chapter 8: Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: Jossey-Bass

pages 67-90: Komives, S. R., & Wagner, W. (2016). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). San Francisco: Jossey-Bass

Chapter 4: Owen, J.E. (Ed.). (2015). *Innovative learning for leadership development*. Hoboken, New Jersey: John Wiley & Sons.

Assignments

Group Leadership Assignment

Recommended Optional Reading
Recommended Media

Week 5: Diversity and Emotions in Leadership

Learning Outcomes

- Analyze the various types of underrepresentation of groups in higher education leadership roles
- Summarize the implications for leadership pertaining to increased diversity of higher education
- Debate the role and place of emotion amongst leaders in the workplace

Required Readings

pages 182-205: Komives, S. R., & Wagner, W. (2016). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). San Francisco: Jossey-Bass

Chapters 5-7: Owen, J.E. (Ed.). (2015). *Innovative learning for leadership development*. Hoboken, New Jersey: John Wiley & Sons.

Assignments

Forum #5

Literature Review

Recommended Optional Reading
Recommended Media

Week 6: Social Change and Social Movements

Learning Outcomes

- Explain the leadership role in leading and responding to social change
- Summarize responsibilities of higher education leaders as they respond to larger social movements influencing higher education

Required Readings

Chapter 7: Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: Jossey-Bass

Chapters 10 & 11: Komives, S. R., & Wagner, W. (2016). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). San Francisco: Jossey-Bass

Kezar & Holcombe, Shared Leadership in Higher Education

Assignments

Forum #6

Recommended Optional Reading
Recommended Media

Week 7: Leadership Development and Self-Reflection

Learning Outcomes

- Establish what makes a good leader
- Demonstrate continuous improvement as a leader
- Analyze the importance of self-awareness and self-reflection

Required Readings

Chapters 7 & 9: Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: Jossey-Bass

Assignments

Final Paper

Recommended Optional Reading
Recommended Media

Week 8: Leadership Philosophy

Learning Outcomes

- Propose the future of higher education leadership and your expectations in the field
- Develop your leadership philosophy

Required Readings

Chapters 10 & 11: Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: Jossey-Bass

Chapter 8: Owen, J.E. (Ed.). (2015). *Innovative learning for leadership development*. Hoboken, New Jersey: John Wiley & Sons.

Assignments

Forum #8

Final Presentation

Recommended Optional Reading
Recommended Media

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.*

Author:

Publication Info:

ISBN: ERESERVE NOTE

Book Title: Leadership for a Better World : Understanding the Social Change Model of Leadership Development (Ebook available thorugh the APUS Online Library)

Author: Komives, S.and Wendy Wagner

Publication Info: Wiley

ISBN: 9781119207597

Book Title: Leadership Theory : Cultivating Critical Perspectives (Ebook available through the APUS Online Library)

Author: Dugan, John P.

Publication Info: Wiley

ISBN: 9781118864159

Book Title: Innovative Learning for Leadership Development : New Directions for Student Leadership (Ebook available through the APUS Online Library)

Author: Owen, Julie E.

Course Materials are provided in the Lessons in the classroom per week and free of charge. There are no textbook costs for this course.

Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: Jossey-Bass

Komives, S. R., & Wagner, W. (2016). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). San Francisco: Jossey-Bass

Owen, J.E. (Ed.). (2015). *Innovative learning for leadership development*. Hoboken, New Jersey: John Wiley & Sons.

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (7th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 7th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties.

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

> • Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

> • Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

> • Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid

simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)

- [Extension Requests](#)

- [Academic Probation](#)

- [Appeals](#)

- [Disability Accommodations](#)

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