Higher Education 654

Seminar in Instructional Leadership

Larry D. Anderson
Higher Education
HIED 654: Spring 2013
SEMINAR IN INSTRUCTIONAL LEADERSHIP

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COURSE DESCRIPTION:
Curriculum development, organizing for instruction, evaluation, and other community college leadership skills will be emphasized, particularly as they apply to strategies for faculty development to enhance teaching and learning.

OBJECTIVES:
Upon completion of this course, the student will be able to
1. Interpret and evaluate organizational theories. Specifically the student will be able to
   1.1 Describe and explain the nature of organizational structure and behavior.
   1.2 Explain how organizations function.
2. Interpret and evaluate leadership theories. Specifically the student will be able to
   2.1 Critically differentiate between leadership and management.
   2.2 Analyze leadership strategies and decision-making techniques.
   2.3 Identify and analyze the roles of instructional leaders.
3. Demonstrate an understanding of instructional processes. Specifically, the student will be able to
   3.1 Describe and analyze theories of learning and student development.
   3.2 Evaluate strategies and ethical principles in instruction.
   3.3 Identify and analyze available procedures for student and program assessment.
   3.4 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
   4.1 Design and implement a faculty development plan.
   4.2 Analyze faculty evaluation plans and incentives.

REQUIREMENTS OF THIS COURSE INCLUDE:
Extensive reading in the text and in supplementary sources. In addition, weekly posting to e-college discussion board.
A research paper based on one of course topics.
Use of APA Style Manual is required. Papers must have appropriate citations and a reference list and must be thoroughly edited before submission.
Academic dishonesty is not permitted and may result in NO CREDIT for the paper.)
EVALUATION:
The following criteria will be utilized for student evaluation:

- Attendance and Class Presentations – 30 pts.
- Additional reading and discussion posting – 30 points
- Topic research paper—40 pts.
- Total possible—100 pts.

The minimum number of points required for each grade is as follows:

A—85
B—75
C—65

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

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 the 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@tamu-commerce.edu)

TEXT:

Journals/Periodicals
AAHE Bulletin
Community College Review
Community College Journal
Community College Journal of Research & Practice
Innovative Higher Education
Journal of Higher Education
Planning for Higher Education
Review of Higher Education (ASHE)
Research in Higher Education (AIR)