

ARKANSAS TECH UNIVERSITY
PS-4443-TC1: ETECH - PROFESSIONAL LEADERSHIP
WEB-SPRING-2017-21182
COURSE SYLLABUS AND ADDENDUM

Instructor: Fred Prasuhn, Ph.D.

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COURSE DESCRIPTION:

PS 4443 Professional Leadership provides the student with a substantive background in the prevailing leadership theories and guides the student through the analysis and application of each theory presented. The course addresses leadership as a complex theory having multiple dimensions. The emphasis of the course is how theory can inform the practice of leadership. Students are expected to understand the theoretical basis of the model and how to apply the model to practical situations.

REQUIRED TEXT:

Northouse, Peter G. 2015. Leadership: Theory and Practice, Seventh Edition. Thousand Oaks, CA: SAGE Publications. ISBN: 9781483317533

Textbook Companion Website: <https://edge.sagepub.com/northouse7e>

Students are highly encouraged to utilize the textbook companion website.

JUSTIFICATION FOR THE COURSE

This course focuses on leadership through students' study of theories of leadership, through students' analyses of past and current leaders, and through the completion of personal assessments of various aspects of their leadership and formulating plans to enhance their leadership skills.

At the completion of this course, you should be able to:

- Understand and apply important concepts relating to the study of leadership
- Articulate your personal values and approaches to leadership
- Recommend leadership courses of action in applied settings
- Develop personal and applied setting leadership strategic plans that demonstrate problem-solving and critical thinking about the application of leadership theory
- Consider the leadership implications of gender, ethics, team environments, and culture
- Demonstrate the ability to apply selected leadership theories in analyzing leadership behavior

HOW THE COURSE MEETS THE GENERAL EDUCATION REQUIREMENTS

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over her or his lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning

METHODOLOGY

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals, individual assignments, study group collaboration. Other technologies and materials are introduced into the course to support learning and enhance course content.

TECHNOLOGY COMPETENCIES

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those skills include word processing (MS Office), PowerPoint (2007 version or ability to see a later version of PowerPoint), on-line research, email, Blackboard, discussion board postings, list-serve knowledge, Office 365, OneDrive, and digital file management.

BLACKBOARD LEARN

Arkansas Tech University uses Blackboard Learn to facilitate distance learning and to enhance on campus courses. Blackboard will be used in this course to facilitate student participation,

communication, and collaboration. As you enrolled in an online course it is your responsibility to become familiar with the Blackboard system and to develop competent use of the platform. The course is not designed to teach you how to use Blackboard. You can find many helpful tutorials and information about the learning management system in Blackboard's help section.

For ATU and Blackboard technical assistance you should contact the ATU Helpdesk. Lack of internet connect, computer technology, and designated ATU software is not excusable. This is part of the requirement when you enrolled in an online course.

ATU HELPDESK CONTACT INFORMATION

- Blackboard Help Desk - RPL 150
- 479-968-0646 or 1-866-400-8022
- Blackboard System: bbsystem@atu.edu
- Elearning: <http://etech.atu.edu/student.html>

COURSE CONTENT

Course content and materials designed to facilitate learning and support your efforts to master the course concepts are available to you in Blackboard. Typically, Learning Modules provide structured focused conceptual learning. Supplemental materials may be included in modules or links may be provided. It is a good practice to read through each module before you begin your work.

COURSE SCHEDULE

The Blackboard Calendar is the official location of due dates and other relevant course dates. A tentative course schedule document is available with this information. It is located in the Course Information section. Keep in mind that the tentative course schedule is a guide; it is not the official course due dates. The course schedule is subject to change at the discretion of the instructor as course needs dictate. Changes in due dates and work will be announced in Blackboard.

With very few exceptions, I make all course content available at the beginning of the course. When new material is released I will post an announcement. Each learning module may include Power Point Presentations, Discussion Boards, Assignments, quizzes, and other relevant items for the module. All material/activities that are submitted for the learning modules will be due as posted in the Course Calendar, 11:59 pm central (23:00 hours GMT-6).

I use Blackboard Calendar to display official due dates for the course.

COURSE WORK

Course work is designed to facilitate learning course concepts. There is not one specific format used to support your learning. I attempt to vary the type and size of all tasks. Specific information is contained within each of the learning modules. Typically used instructional modalities are discussed below.

I do not accept late work without a valid documented excuse. It is up to you to provide necessary documentation that will guide me in my consideration to excuse any late submissions. I reserve all rights to determine if any late work will be accepted and any points awarded.

ASSIGNMENTS

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments will be posted in the Learning Modules section in Blackboard. All assignments will be due as posted on the Course Calendar, 11:59 pm central (23:00 hours GMT-6). All assignments must be submitted through Blackboard in order to receive credit. See Blackboard Manual for instructions on submitting work:

https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student/060_Assignments/010_Submit_Assignments.

DISCUSSION BOARD

New discussion forums exist for all modules. Points will be deducted for each posting that is not submitted. In order to earn the full points for the discussion board, you must follow participation guidelines set by the instructor and outlined in the grading rubric. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to the discussion prompts, as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

All discussion posts have 2 due dates! Your (1) personal original post date and (2) your responses/discussions with peers date. Original and response post due dates are on the course calendar. Discussions are open until the end of the module. Remember, this is a discussion board: think, share, learn, ask questions. Treat it like a large text message conversation.

I feel that the discussion forum portion of the course is very important and I grade it accordingly. Please do not take this component of the course lightly. Your best course of action is to post early and often, and to make sure you are posting something thoughtful. Please be aware that you are required to post an initial response in the discussion forum before the overall due date, and a MINIMUM number of responses to classmates before the end of the learning module. Please be aware that you WILL NOT receive full points for meeting MINIMUM requirements. Meeting the minimum only guarantees that you will not receive a failing grade for your participation. Expect to earn a "D" grade in the discussion forum each week if you only meet minimum requirements.

WHAT I LOOK FOR IN YOUR INITIAL POST

Your initial post should demonstrate that you have reviewed the assigned material, understand it, and know how to apply it. Before you hit submit, read your post and make sure you have accomplished these things. I want to know that you can take what we cover in class and apply it in your personal, academic, and/or professional life.

WHAT I LOOK FOR IN YOUR RESPONSES TO OTHERS

Your responses to others should also be thoughtful. Simple statements of agreement ("I agree", "You are right", "Awesome response") will not count toward your two response minimum. Also, please remember that the designated minimal number of responses are required; meaning that is the minimum amount of work that you need to do to receive a passing grade. Consider meeting the minimum as producing "D" quality work. As with most things in life, you will not receive full credit in the discussion forum for putting forth minimum effort.

EXAMS, QUIZZES, AND TESTS

Assessments are not limited to course tasks. Some will be conducted using a more formal format. These may be examinations, quizzes, and tests. Typically these modes of assessment are weighted greater than daily work and are considered closed book. There may be chapter quizzes for each chapter in the textbook discussed in the course. All assessments, regardless of title are available and completed through the Learning Modules section in Blackboard. All exams/quizzes/tests will be due as posted on the Course Calendar, 11:59 pm central (23:00 hours GMT-6). All assessments must be submitted through Blackboard in order to receive credit. During the course a midterm and final exam may be administered over the course material.

STUDY GROUPS

Whether or not we want to admit it, we are all part of groups. We interact with others--co-workers, family members, friends--throughout each day. There is a connectedness and reliance we cannot avoid. How we choose to interact with others is a personal decision.

Groups in distance learning are a valuable collaboration tool. These small communities aid in reducing the distance effect and adds an element of personal contact, although digitally. As such, I use groups as a learning tool. I place high importance on group collaboration, interaction, and work. I expect you, as an adult student who enrolled in an asynchronous online course, to fully engage, participate, and support your assigned group members and work.

I implemented a peer evaluation system to emphasize the importance of groups. The peer evaluation score directly corresponds to a course participation grade. Grades associate with group tasks are part of your course grade. You effect others' scores in your group. Therefore, you are directly responsible for what you do and do not do concerning group learning activities.

REVIEWING AND ASSESSING YOUR WORK

I use rubrics to review and assess your work. Each task has an attached rubric. You can review each rubric to guide your assignment work apart from any examinations. Every effort is made to provide you with feedback and assessment within 7 business days of submission. Every effort will be made to provide you with effective and timely feedback in this course. Working days are defined as Monday-Friday, no weekends or holidays.

All assignments have points values as listed on respective rubrics, on the assignment, and in the grade book. At the end of the term all points earned will be divided by total points possible for the course to arrive at your course grade. I keep all grades in Blackboard Gradebook. Your course grade is based on several elements:

- Assessments in various formats
- Assignments and Tasks
- Discussion Board
- Participation
- Study Groups

Rubrics are assigned to each activity in the course and provides you with guidance on the work and what is valued in your assessment.

GRADING SCALE (IN PERCENTAGE)

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
Under 60	=	F

I set up a current course grade column in the grade book. The score reflects your course grade based on work that has been reviewed and scored. I do provide you with feedback, in addition to the rubric explanations, when I believe it is needed.

MAKE-UP POLICY/LATE WORK

I will not accept late work unless there is an unavoidable or extenuating circumstance that can be documented. Documentation will need to be shared with me electronically through our Blackboard messaging system. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award any credit for late assignments. There is no making up on exams. If you know you are going to be absent when something is due, you need to make arrangements to complete and submit any work ahead of schedule. Be proactive and plan ahead.

EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGIES

It is nearly impossible to exist without some sort of technology in our society. Within the education field instructors implement technology use to enhance, facilitate, and support

learning. Following are typical educational/instructional technologies that are used in distance learning. A brief explanation of use is included.

BLOGS

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course to receive possible comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Group Blogs allow groups of students to post collaboratively thoughts and comments on each other's work. Group blogs are only available to group members.

In each of these cases, users create entries, which are added to their Blog. The entries can be saved as drafts or published and edited later. When entries are added to the Blog they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

DISCUSSION BOARDS

Course discussion boards replace the discussions that occur in traditional classrooms. Since this is a "discussion" it is imperative that you engage in the digital dialogue frequently. Please use common sense (no slang, use correct grammar, etc.) when posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I typically do not assign a word count or page minimum for online discussions. I do not expect you to write a multipage essay for each post. Usually a few paragraphs for your initial post and a solid paragraph for each response to a classmate will be fine. Although there is a grammar component to grading, I am more concerned with the content of your posts than if you are using commas correctly. Just ensure the length of your posting is sufficient to intellectually and logically share your thoughts in response to the prompts. Again, rubrics are provided to guide you in composing messages. Use them to your advantage.

Remember that you need to substantiate your thoughts with course material and other relevant sources. Just because this is a discussion board does not excuse you from blurting out unsubstantiated opinions. Academic misconduct also applies to discussion boards. As an adult in a scholastic setting it is imperative that you conduct yourself as such.

JOURNALS

A journal is a self-reflective tool for students. It is like a blog except that only the student and instructor can add comments to journal entries. It is an information sharing tool often used for reflective learning.

WIKIS

A Wiki is a document that all members can create and edit. Much like Wikipedia, the wiki tool in Blackboard allows students to share their knowledge with the rest of the group. This is a great resource to collaborate on reports and other documents.

COURSE POLICIES

As adult college students misconduct should not occur. If it does, campus policy will be used to guide the situation.

ACADEMIC MISCONDUCT

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic “F” for the test/assignment in question and possibly an “F” for the course. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

EXCESSIVE UNEXCUSED ABSENCES/MISSED ASSIGNMENTS

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following three days, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an work.

If by the midpoint of the course you have not earned a minimum of 60% of the available points possible, you will be dropped from the course by your instructor with a “F” grade for excessive absences or non-performance. **Please consider this your notice for this action, if such actions are required.**

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F”. Tech has a very lenient withdrawal policy which allows a student to withdraw with a “W” until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the

instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

UNIVERSITY TESTING AND DISABILITY SERVICES-

[HTTP://WWW.ATU.EDU/TESTING/](http://www.atu.edu/testing/)

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

CONTACT INFORMATION:

University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222

- Voice Telephone: (479) 968-0302
- TTY Service: (479) 964-3290
- Fax: (479) 968-0375

PS 4443 SYLLABUS ADDENDUM

SPRING 2017

FRED PRASUHN, PH.D.

Following are other thoughts about the course that do not fit within the course syllabus structure.

THIS IS AN ONLINE COURSE

Although there is no scheduled classroom time, you are expected to check in at least 4 times a week and respond to any announcements, messages, and other communications. Yes, I do understand that you have work, family, and social obligations outside this course. I do know, first hand, the balancing act required to complete college level courses while having family, work, and life. However, you decided to enroll in the course. Thus, it is your responsibility to take control of your learning and schedule time and resources to complete the course work. It is amazing how we find time for the elements in our life that we value and have made a commitment.

I DO NOT SCHEDULE WORK AS OTHER INSTRUCTORS MAY

A tentative course calendar is made available to you. Official due dates are maintained on the Blackboard Calendar. You will find that I may something scheduled midweek. This does not mean you must work on the assignment midweek. You may complete your work accordingly. The assignment is due midweek. This is especially important for discussion postings and to allow for work that is sequential in nature.

YOUR COURSE GRADES

Your course grades are based on the quality of your work in similar fashion to any work setting, meeting deadlines, providing quality work, and interacting with others. A tentative schedule is provided to keep the class moving along through the term. Therefore, no late work is accepted. Unless announced, all work is due by 23:59/11:59 pm Blackboard server time on the scheduled date. It is your responsibility to read the materials, complete trainings, and ask questions when you are not able to resolve any issue from the text. I am here to help you in this journey. I do attempt to provide you with the information and tools you need to successfully complete the tasks and course. As we are not in a classroom environment, I am not able to read body language and respond. It is up to you to contact me.

ONLINE ATTENDANCE

As with a job, your attendance and work submission does affect your course grade. We are not in a traditional classroom setting. I cannot take physical count of your time. I can, though, monitor you log ins, your time, and accessibility to content. If you are not spending active time in Blackboard, I begin to wonder about your participation in the course and your subsequent work. *You are expected to check in at least 4 times a week and respond to any announcements, messages, and other communications.*

YOUR WORK

- You chose to register for an online course. This means that you are responsible for technology and internet connectivity. Additionally, it requires you to use appropriate technology and software that permits your participation in the course.
- I do not accept late submissions. A tentative schedule is provided at the beginning of the course. The official course calendar is the Blackboard Calendar. The dates there are directly linked to each task in the course. If any changes are needed I will make an announcement.
- It is strongly suggested that you work ahead of schedule. As you know, life events, work requirements, family, and so forth demand your time and attention in addition to your commitment to your education. Also, technical issues do occur. It to your advantage for you to work ahead of the schedule. This provides a buffer for those unseen instances that take you away for your course work. The extra time also allows you to ask questions of me so we can chat about questions you have or support you need.

COMMUNICATIONS

I am an off-campus instructor. I primarily use Blackboard IM and Blackboard Collaborate to assist you and to communicate directly. Please email me to set up a time and date that we can connect live and work together.

Please install and make certain that your Blackboard IM and Blackboard Collaborate work on your computer(s). You may need to contact tech support for assistance. Blackboard also provides good information in the help section. Blackboard has YouTube videos that are beneficial.

You will find that I have Blackboard IM open many times each day. I work on a computer mostly. You will be able to ping or contact me there. If I do not answer right away, please leave brief message so we make a connect when I return to the computer.

DISCUSSION BOARDS

All discussion posts have 2 due dates!

Your (1) personal original posting as noted by the assignment due date (see course calendar) and (2) your responses/discussions with peers date. The 2nd posting (your responses to questions, asking questions, and the like) is noted on Blackboard Calendar. Responses and discussions are open until the end of the module. Remember, this is a discussion board: think, share, learn, ask questions. Treat it like a large text message conversation. I suggest that you subscribe, or check, each discussion forum daily. There may be information you find useful and you may have questions asked of you; you should respond in the spirit of learning and discussion.

CLOSING THOUGHTS

I look forward to our course together. I am a strong advocate for online learning. I also learn from you as you ask questions or make suggestions for future course renderings. Use the Ask the Instructor discussion board or email me.

Communication is key since physical distance separates us. Plan ahead. Work ahead. We will make it to the end of this course.