CLASS DAYS and TIME: This is course is fully online with asynchronous assignments.

CLASSROOM: Does not apply. Course is fully online

COURSE FACULTY: Course Director: Emelda Hernandez MS, RDH

OFFICE LOCATION and HOURS: Scheduled online office hours-Tuesday mornings from 8:30 to 11:50 AM and Friday afternoons from 1:00 -4:50 PM in person or via telephone--arranged on an individual basis. 2.500U School of Dentistry, Long Campus

EMAIL: Hernandeze5@UTHSCSA.edu

TELEPHONE: Office: 210-567-3866 Cell: 210-800-1984, Fax: 210-567-3830

<div style="border:1px solid red">

READ THIS DOCUMENT CAREFULLY - YOU ARE RESPONSIBLE FOR ITS CONTENTS.

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COURSE DESCRIPTION, RATIONALE, AND OBJECTIVES

The purpose of this course is to present foundational principles and theory relating to organizational leadership, communication strategies and behaviors, management of change, decision-making, and other essential elements of leadership. The course will provide students with general information relating to organizational theory, principles, and styles. Additional topics will include leadership in educational organizations to include external and internal factors affecting leaders, program planning and implementation, personnel management and staff development, and other topics related to organizational leadership.

Pre-requisites – This course is offered as an elective and is open to all advanced education students enrolled in either the MS Dental Hygiene Program and graduate students in other Health Professions Programs.

Semester credit hours – 3.0 credit hours, 45 Seminar hours

Course Objectives: Upon completion of this course, students should be able to:
- Discuss leadership and management styles and determine his/her leadership philosophy and style.
- Discuss the diverse roles that a leader may be expected to fulfill.
- Understand leadership qualities and skills essential for organizational leadership.
- Determine what factors affect policy and decision-making.
- Discuss communication mechanisms within organizations that facilitate productive leadership.
- Apply leadership principles to a variety of educational issues, including personnel management, strategic planning and goal setting, or other relevant situations.

COURSE ORGANIZATION:

Teaching Methods

Because this course introduces advanced education students to a variety of leadership and organizational principles, the primary teaching/learning strategies will be problem-solving, discussion, and individual projects. This course is organized into a series of Modules that cover each of the topics.

Each module will be posted under the ***Course Content, under the Course Content*** menu in **Blackboard**. Relevant course materials, to include discussion and assignments will be accessible and attached to Course Content. In addition, all assignments to be completed will be entered under the **Assignment** menu and will allow students to read the directions, access related worksheets or handouts, and submit the completed assignment for evaluation and feedback.

A variety of Internet links are posted to the ***Web Links*** menu and provide some of the reading and viewing resources to support the Modules. Each of the menu areas should be checked routinely by students to assure access to all required materials.

Reading assignments are selected to enhance each of the areas. All assignments should be submitted by the due date to receive credit for this course: If unusual circumstances arise that interfere with submitting an assignment, please discuss with the instructor.

Course Objectives

Specific objectives for each ***Module*** are included in the *Course Content* that can be accessed under the Course Contents page on Blackboard. Objectives provide guidance to students regarding what areas are covered under the module, what type of information is important to learn and apply. In addition, objectives may be used as study guides in preparing for class assignments and projects.

Course topics are developed in Module format:

- **Module 1: leadership is everyone's business: leaders, followers, and the situation**

- **Module 2: first who…then what/confronting the brutal facts**

- **Module 3: leadership is developed through education and experience/ assessing leadership and measuring its effect.**

- **Module 4: leadership and values culture of learning**

- **Module 5: leadership styles & communication**

Specific objectives for each ***Module*** are included in the *Course Content* that can be accessed under the Course Contents page on CANVAS. Objectives provide guidance to students regarding what areas are covered under the module, what type of information is important to learn and apply. In addition, objectives may be used as study guides in preparing for class assignments and projects.

Assignments

Students will be expected to complete the following assignments listed under the ***Assignments in CANVAS.***

1. **Module Assignments**: For most modules, there will be outside assignments to research a topic area, read a selected article, discuss pertinent questions with peers using the discussion board, or complete assignment worksheets and submit for grading. Specific guidelines for these assignments will be provided under the Assignments section of the course and incorporated into each **Module guide**, which can be accessed under the *Course Contents* section in CANVAS. There are a total of 5 assignments in this course.

2. **Discussion Board:**
   The breadth and depth of this course lies in the discussions associated with each module. Therefore there will be opportunities for online class discussions related to specific topic areas, and sharing of ideas or questions. Because this is an upper level course, it is expected that all students will participate in making this class a productive learning experience by constructing meaningful posts that are based on the literature, the readings along with sharing learner expertise, ideas, concerns, or questions to ponder. Some topics may stimulate conflicting ideas. Thus, it is expected that each member of the class will respect diversity of thought and communicate in a professional, independent manner, using appropriate grammar, spelling, terminology, and sentence structure. Abbreviations, such as those used in text messages, are not appropriate for discussion topics.

Course Calendar and Announcements

The Course Instructor uses the course *Calendar* to provide a quick overview of the course schedule, modules, assignments, and due dates for projects, discussions, assignments, and activities. Students should check the calendar routinely to assure compliance with course requirements. Specific details for *Course Content*, and *Assignments,* will be accessible under *Course Content*, *Assignments, Web Links*, and the *Discussion* sections of this course.

Course *Announcements* will be posted regularly to keep students updated, answer class questions, provide new information or guide students to newly posted materials. When students login to the course, any new announcements should "pop up" to alert students to new information. Please read these carefully to assist in completing course requirements.

Materials – Resources other that texts and links provided, will be up to the student to provide.

Computer Access – **The student is required to have a computer, internet access that will be capable of utilizing CANVAS Learning Management System, Microsoft Outlook Email, UTHSCSA.edu website, and UTHSCSA Library resources. The student is required to have a compatible/ up to date Microsoft Office Suite with Word, and PowerPoint.   The student is responsible for contacting UT IMS at http://ims.uthscsa.edu/student_support/index.aspx or 210-567-7777 to ensure their computer has the appropriate security software installed.**

Reading Assignments: Refer to the Assignment Manager at the end of the Syllabus.

ATTENDANCE

Fully online courses do not have attendance policies.   However attendance in the course will be monitored by discussion board interactions, completed assignments, course analytics, and conferences.

TEXTBOOKS

Required:
All are available at http://www.amazon.com or other online vendors. (Many of these selections can be purchased used at significantly reduced prices.)
1.   **Hughes, R. L., Ginnette, R. D., & Curphy, G. J. (2015). Leadership: Enhancing the lessons of**

experience. 8th edition, New York: McGraw-Hill Publishers

2.   Collins, J. (2001). Good to great: Why some companies make the leap…and others don't. New York: Collins Business. ISBN: 9780066620992.

3.   Argyris, C. (1994, July). Good communication that blocks learning. Harvard Business Review, 72(4), 77–85 (available electronic on course documents).

4.   American Psychological Association. (2004). Publication manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association or latest version. (You may choose to access this electronically.

Websites: APA Writing Style Information: APA Style Manual-- http://www.apastyle.org/

Formatting APA Style-- http://www.apastyle.org/

APA Style Help-- http://www.apastyle.org/apa-style-help.aspx

Purdue Online Writing Lab-- http://owl.english.purdue.edu/

Additional References: (Optional Reading)

Bass, B., & Avolio, B. (1994). *Improving organizational effectiveness through transformative leadership.* Thousand Oaks: Sage.

Beckhard, R., & Harris, R. T. (1977). *Organizational transitions: Managing complex change*. Reading, MA: Addison-Wesley.

Bennis, W., & Townsend, R. (1995). *Reinventing leadership: Strategies to empower the organization.* New York: William Morrow and Company.

Bolman, L. G., & Deal, T. E. (1995). *Leading with soul: An uncommon journey of spirit.* San Francisco, CA: Jossey-Bass.

Burns, J. (1978). *Leadership.* New York: Harper Torchbooks

Covey, S.R. (1992). *Principle-centered leadership*. New York: Simon & Schuster.

Dreher, D. (1996). *The tao of personal leadership*. New York: HarperBusiness.

Drucker, P. F. (1992). *Managing for the future: The 1990s and beyond*. New York: Truman Talley Books.

Eisenberg, E. M. & Witten, M. G. (1987). Reconsidering openness in organizational communication*. Academy of Management Review*, 12, 418-426.

Ford, P., Goodyear, P., Heseltine, R., Lewis, R., Darby, J., Harwood, D., & King. T. (1996). Managing change in higher education: A learning environment architecture.

Buckingham: Society for Research into Higher Education & Open University Press.

Greenleaf, R. (1977). *Servant Leadership*. New York: Paulist Press.

Hesselbein, F., Goldsmith, M. & Beckhard, R. (1996). The Leader of the Future. San Francisco: Jossey-Bass.

O'Toole, J. (1995). *Leading Change*. San Francisco: Jossey-Bass.

Rough, J. (1992). Leaders slay dragons, don't they? *Journal for Quality & Participation, 15*, 54-59.

Senge, P. M. (1990). *The fifth discipline: The art & practice of the learning organization*. New York: Doubleday.

Stech, E. L. (1983). *Leadership communication.* Chicago: Nelson-Hall.

Wheatley, M. J. (1992). *Leadership and the New Science*. San Francisco: Berrett-Koehler.

GRADING POLICIES AND EXAMINATION PROCEDURES

Grading System

Course Evaluation:

All written projects will be graded using the following criteria: overall organization, content, quality of the paper, clarity of writing, appropriate sentence structure, spelling, use of correct citation and reference style.

Assessment	Assigned pts	Total points
Module Assignments (total 5)	100 pts each	500 Points
Discussion (10 total)	50 pts each	500 Points
TOTAL		**1000 POINTS**

Final Grades
900 to 1000 =   A
800 to 899   =   B
700 to 799   =   C
Less than 700 =   F

This course will be graded on a letter grade basis. Each student must achieve a minimum grade of "C" to pass the course. If a student encounters serious problems or an emergency that does not allow completion of the course requirements within the semester's framework, the instructor may give an incomplete grade. However, the course instructor reserves the right to award an Incomplete based on individual circumstances. Written documentation will be required to confirm the circumstances

Instructor Help: Any student experiencing problems or who needs help in the course should feel free to ask for instructor help at his/her earliest convenience. Please call or come by the office to set up an appointment.

REQUESTS FOR ACCOMODATIONS FOR DISABILITIES

In accordance with policy 4.2.3, **Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA)**, any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100) to his/her appropriate Associate Dean of their School and a copy to the ADA Coordinator. Additional information may be obtained at http://uthscsa.edu/eeo/request.asp.

ACADEMIC INTEGRITY AND PROFESSIONALISM

Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicdishonestypolicy/

PLAGIARISM--All academic work submitted to fulfill course requirements is expected to be the result of each student's own thought, research, and self-expression. A student will have committed plagiarism if someone else's work is reproduced *without acknowledging its source*. Examples of sources that must be acknowledged include any verbiage, ideas, or other direct quotes from published articles, chapters of books, computer programs, graphic representations, research papers, and other kinds or work from a source not generated as part of the public domain.

TITLE IX AT UTHSCSA

Title IX Defined:
Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

University of Texas Health Science Center San Antonio's Commitment:
University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.

In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at http://students.uthscsa.edu/titleix/

EMAIL POLICY

Every student is issued a University e-mail address and account at the time the student first enrolls. As a standing University Policy, only the students' University e-mail address shall be used for any electronic institutional communications of an official nature.

EMAIL OFFICE HOURS

Monday through Thursday 8:00-5:00, excluding holidays: Electronic messages sent Monday through Thursday   will be responded to within 48 hours. Messages sent Friday after 3 PM or weekends will be responded to by the following Tuesday.

USE OF RECORDING DEVICES

Does not apply to online courses

ELECTRONIC DEVICES

Does not apply to online courses

This assignment tracking sheet will assist you in managing your assignments and serve as your course schedule. It is arranged, from left to right, in the following order: activity, week, description of assignment, points, and due date. Students may choose to turn in assignments before the due date.

9- 12 hours per week is the estimated allotted time to complete the readings, discussions and assignments in the course

ACTIVITY	WEEK	ASSIGNMENT	POINTS	COMPLETION DATE
Introduction	August 29 – September 4 Lasts 1 week	• Read through the Course Syllabus • Review Introduction located on the Course Contents page and then Go to *Introduce Yourself* board located under the General Discussion section of the Discussion Board and write and post your self-introduction as defined in the instructions. • Go to the *Faculty Expectation* board located under the General Discussion section of the Discussion Board and read the faculty expectation message. Respond according to the instructions. • Complete these introductory assignments prior to moving forward to Module 1.	**Course Requirement**	September 4th
MODULE 1: LEADERSHIP IS EVERYONE'S BUSINESS: LEADERS, FOLLOWERS, AND THE SITUATION	September 5th - Sept 18th Lasts 2 week	• Review Module 1 overview, assigned readings and other resources located on Course Content page. • **Discussion Board** • Complete Module I Discussion – *Why do some organizations become great, while others do not* under Sections Discussion. Post and respond to fellow learners as indicated	50 pts	Discussions should follow the discussion participation guideline rubric. Post discussion ***Why do some organizations become great, while others do no***, by Thursday, Sept. 8 and respond to all your fellow learners by Mon. Sept. 12th. Enjoy continued discussions for the rest of the week.
		• Assignment #1 • Hughes (2015) and his co-authors argue that the opportunities of leadership can only be fully realized if an organization fully embraces the power of group dynamics. Use this premise to write a 5-6 page paper. See details of assignment in the assignment board.	100 pts	Due September 18th MIDNIGHT

MODULE TWO– FIRST WHO…THEN WHAT/CONFRONTING THE BRUTAL FACTS	September 19th – October 9th Lasts 3 weeks	• Read **Module 2** overview, assigned readings and other resources located on Course Content page. **Discussion 1: The Importance of *Who*** • Complete Module 2 Discussion #1- *The Importance of Who* Located: under Sections Discussion of the Discussion Board. Post and respond to fellow learners as indicated.	50 pts	Discussions should follow the discussion participation guideline rubric Post your discussion #1 *Importance of Who* by Thurs, Sept. 22nd and respond to all your fellow learners by Mon., Sept. 26th. Enjoy continued discussions for the rest of the week.
		Discussion 2: Confronting brutal facts • Complete Module 2 Discussions #2 *Confronting brutal facts* Located: under Sections Discussion of the Discussion Board. Post and respond to fellow learners as indicated.	50 pts	Post your discussion #2 *Confronting brutal facts* by Thurs., Sept. 29th and respond to all your fellow learners by Mon., Oct. 3rd. Enjoy continued discussions for the rest of the week.
Module Three LEADERSHIP IS DEVELOPED THROUGH EDUCATION AND EXPERIENCE / ASSESSING LEADERSHIP AND MEASURING ITS EFFECT	Oct 10th-Oct 30th Lasts 3 weeks	• Read *Module 3* overview, assigned readings and other resources located on Course Content page. **Discussion 1: Leadership Skills** • Complete Module 3 Discussion # 1- *Leadership Skills* Located: under Sections Discussion of the Discussion Board. Post and respond to fellow learners as indicated.	50 pts	Discussions should follow the discussion participation guideline rubric. Post your Discussion #1 *Leadership Skills* discussions by Thurs. Oct 13th and respond all your fellow learners by Mon. Oct. 17th. Enjoy continue discussions for the rest of the week.
		Discussion 2: Communication that Blocks	50 pts	Discussions

		Learning • Complete Module 3 Discussion #2- *Communication that Blocks Learning.* Located: under Sections Discussion of the Discussion Board. Post and respond to fellow learners as indicated.		should follow the discussion participation guideline rubric. Post your Discussion #2 *Communication that Blocks* discussions by Oct 20th and respond to all your fellow learners by Oct 24th. Enjoy continued discussions for the rest of the week.
		Assignment 2: Effective Leadership. Instructions and rubric for completing assignment is located on Assignment Board.	100 pts	Due October 24th.
Module Four *LEADERSHIP AND VALUES_CULTURE OF LEARNING*	*October 31st - November 20th* *Lasts 3 weeks*	• Read Module 4 overview, assigned readings and other resources located on Course Content page. Discussion 1: Complete Module 4 Discussion #1- *The Fox and the Hedgehog/Culture of Discipline.* Located under Sections Discussion of the Discussion Board. Post and respond to fellow learners as indicated.	*50 pts*	Discussions should follow the discussion participation guideline rubric. Post discussion 1: *The Fox and the Hedgehog/Culture of Discipline* by Thur. Nov. 3rd and respond to all your fellow learners by Mon, Nov 7th. Enjoy continue discussions for the rest of the week.
		Discussion 2: Complete Module 4 Discussion #2 *Identifying Values*		Discussions should follow the discussion participation guideline rubric. Post discussion 2: *Identifying Values by* Thurs. Nov.10th and respond to all your fellow

				learners by Nov. 14th. Enjoy continue discussions for the rest of the week.
		Assignment #3 • Complete *Assignment 3 – Game Changer: Customer is Boss"?* Instructions and rubric for completing assignment is located on Assignment Board.	100	DUE November 14th.
November 21-25th Thanksgiving Holiday – No Assignments or Discussions DUE! You may if you choose to do discussions and get ahead!!				
MODULE 5: LEADERSHIP STYLES & COMMUNICATION	November 28th – December 16th Lasts a little less than 3 weeks	• Read Module 5 overview, assigned readings and other resources located on Course Content page. Discussion #1 • Complete Module 5 Discussion #1 - *The Flywheel and the Doom Loop* under Sections Discussion of the Discussion Board. Post and respond to fellow learners as indicated	50 pts	Discussions should follow the discussion participation guideline rubric. Post your discussion #1 *The Flywheel and the Doom Loop* by Thurs. Dec. 1st respond to all of your fellow learners by Mon. Dec 5th. Enjoy continue discussions for the rest of the week.
		Discussion #2 • Complete Module 5 Discussion #2 - *Leadership styles Survey* under Sections Discussion of the Discussion Board. Post and respond to fellow learners as indicated	50pts	Discussions should follow the discussion participation guideline rubric. Post your discussion #2 *Leadership Styles Survey* by Thurs. Dec. 8th respond to all fellow learners by Mon. Dec. 12th. Enjoy continue discussions for the rest of the week
		Discussion #3 • Complete Module 5 Discussion #3 – *Internet Search Sites* under Sections Discussion of the Discussion Board. Post and respond to fellow learners as indicated		Discussions should follow the discussion participation guideline

			rubric. Post your discussion #3 *Internet Search Sites* by Thurs. Dec.8th respond to all fellow learners by Mon. Dec 12th. Enjoy continue discussions for the rest of the week.
		Assignment Complete *Assignment 4* **Leadership Interview.** Instructions and rubric for completing assignment is located on Assignment Board	100 pts	Due Date: Dec 4th
		Assignment Complete *Assignment 5* **Leadership Philosophy.** Instructions and rubric for completing assignment is located on Assignment Board	100 pts	Due Date: December 11th