

University of North Texas at Dallas

Fall 2017

SYLLABUS

PLDR 5360 – Public Health Leadership (3 Hrs)	
Department of Public Leadership	Division of Liberal Arts and Life Sciences
Instructor Name:	William Garner, DrPH, FACHE
Office Location:	Founders Hall 260
Office Phone:	(972) 338-1541
Email Address:	william.garner@untdallas.edu
Office Hours:	Monday: 3:00-5:00 pm; Tuesday: 9:00-11:00 am; Other times by appointment.
Classroom Location:	Blackboard Learn (Online)
Class Days & Times:	Asynchronous course. Assignments due each week on Friday and Sunday at 11:59 PM, respectively
Course Description:	The course will survey theories of leadership and their application to current public health issues. Course focuses on leadership in transitioning public health findings into action, identifying and assessing leadership approaches, and developing skills to mobilize communities and promote health.
Prerequisites:	None.
Co-requisites:	None.
Required Text:	Rowitz, L. (2013). Public health leadership. Jones & Bartlett Publishers.
Learning Resources:	<p>UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: library@untdallas.edu</p> <p>UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p> <p>UNT Dallas Writing Center: (Building 1) phone: (972) 338-1755 web: http://www.untdallas.edu/wc e-mail: learningcommons@untdallas.edu</p>
Course Goals or Overview:	
The goal of this course is to advance knowledge of public health leadership among students who seek careers in fields that prevent disease, promote health, and prolong life.	
Learning Objectives/Outcomes: At the end of this course, the student will be able:	
1	To identify and use evidence-based strategies to enhance essential public health services at the individual, organizational, and community levels.
2	To assess and use communication strategies across diverse audiences to inform and influence individual, organizational, community, and policy actions.
3	To synthesize information from multiple sources to advance programs, policies, and systems promoting population health.
4	To identify and analyze potential ethical issues facing public health leaders, including conflicts of interest encountered by practitioners, researchers, and organizations.

Online Course Outline

This schedule is subject to change by the instructor. This schedule may be revised. The instructor will communicate any changes to this schedule in class via class email or Blackboard announcement.

Week One: August 27-September 2, Introduction to Leadership for Public Health (Part 1)

Learning Outcomes	Students who complete this module will be introduced to the course and will learn how the course is organized, including schedules, modes of communication and activities, assignments and assessments.	Assessments: Canvas Post Quizzes
Read	Garner, W. (2014). <i>Syllabus for HMAP 6320 Leadership for Public Health</i> . Instructure. (2013, June 23). <i>Canvas student quickstart guide</i> . Retrieved from https://s3.amazonaws.com/tr-learncanvas/screensteps/pdf-manuals/Canvas+Student+Quickstart+Guide.pdf	
Watch	Byuicurdev. (2012, June 12). <i>Discussion board netiquette</i> . [Video file]. Retrieved from http://www.youtube.com/watch?v=DwdqQjCfWSc Byuicurdev. (2012, May 10). <i>Discussion board basics</i> . [Video file]. Retrieved from http://www.youtube.com/watch?v=jvLs96eQ2Gc	
Reflect	1. Introduce yourself to your instructor and classmates. In your introduction include what you hope to learn from the course.	
Participate Due by 11:59 p.m. on Sunday	Module, which includes discussion posts, activities, and quizzes.	

Week One: August 27-September 2, Introduction to Leadership for Public Health (Part 2)

Learning Outcomes	Students who complete this module will better understand the nature of leadership in public health. Students will also better understand the interface between management and leadership.	Assessments: Canvas Post Quizzes
Read	Rowitz, Chapter 1, <i>The Basics of Leadership</i> Kotter, J. P. (1990a). What leaders really do. <i>Harvard Business Review</i> , 68, 103-111. Wright K. (2000). Competency development in public health leadership. <i>American Journal of Public Health</i> , 90:1202–1207. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446322/pdf/10936996.pdf	
Watch	Harvard Business Review. (2008, August 27). <i>What is personal leadership brand?</i> [Video file]. Retrieved from http://www.youtube.com/watch?v=vtjWXzajQXw	
Reflect	1. According to Rowitz, there are five essential skills of successful leaders. Which of these skills have you mastered? Provide examples. Which of these skills are you seeking to develop? Why? Provide examples. 2. Based on the Harvard Business Review video, what do you believe is your personal leadership brand? Does your personal brand relate to the five essential skills of successful leaders? If so, how? If not, why not? How does your personal leadership brand deliver value to your stakeholders?	
Participate Due by 11:59 p.m. on Sunday	Module, which includes discussion posts, activities and quizzes.	

Week Two: September 3-9, Leadership Styles and the Interface between Management and Leadership

<p>Learning Outcomes</p>	<p>Students who complete this learning module will understand styles of leadership and increase self-awareness and application of strengths, and personality types as it informs personal leadership capacities.</p>	<p>Assessments: Canvas Post Quizzes</p>
<p>Read</p>	<p>Rowitz, Chapter 2, <i>Leadership Styles and Practices</i> Rowitz, Chapter 3, <i>The Interface Between Management and Leadership</i> Goleman, D. (1998). What makes a great leader. <i>Harvard Business Review</i>. 76(6):93-102. Goleman, D., et al. (2001). Primal leadership: the hidden driver of great performance. <i>Harvard Business Review</i>, 79(1): 42-51. Lunnanburg, FC. (2011). Leadership versus Management: A key distinction at—least in theory. <i>International Journal of Management, Business and Administration</i>, 14. Pfeffer, J. (2010). Power Play. <i>Harvard Business Review</i>, 88(7/8), 84-92. Watkins, M.D. (2012). How managers become leaders: the seven seismic shifts of perspective and responsibility. <i>Harvard Business Review</i>, 90(6):64-72. Zaleznik, A. (1997). Managers and leaders: are they different? <i>Harvard Business Review</i>, 55, 67-78.</p>	
<p>Watch</p>	<p>Harvard Business Review. (2010, August 3). <i>The crucial skill for tomorrow's leaders</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=kb2PI0LaxGE Dnasitka. (2008, September 5). <i>Between the lines with Jim Kouzes, part 3</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=wgTsLAAde2E Mlabvideo. <i>Jeffrey Pfeffer: How to Win Power and Influence People</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=JWjdQgRiG28 stanforbusiness. <i>Power: Why Some People Have It and Others Don't</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=0eFln_mdXGY JohnMaxwellCo. <i>John Maxwell – The 5 Levels of Leadership</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=aPwXeg8ThWl</p>	
<p>Reflect</p>	<ol style="list-style-type: none"> 1. What were your results from taking the Myers-Briggs Type Indicator? How do the results of these assessments speak into your life? Describe a time when you have used your strengths or 'type' to facilitate a leadership situation or process. 2. According to Kouzes and Posner, there are five most frequently mentioned leadership traits. Which of these traits do you believe is most important? Why? Have you mastered this trait? If so, how? Provide examples. If not, what are you doing to develop your mastery of this trait? 3. What did your first few leadership experiences teach you about the art of influencing others? 4. Discuss the importance of enthusiasm in leadership? Discuss if whether and how enthusiasm relates to the five essential skills of successful leaders identified by Rowitz. 5. After entering the workforce, what was your first leadership position? How did you get the position? 6. Why do leaders who never progress beyond Level 1 leadership experience high rates of turnover of their teams? 7. How does a leader retain authority in situations where followers question his or her suitability to lead? 8. What traits do you value in a leader? What negative qualities or behaviors would lead you to disrespect a leader? 	
<p>Participate Due by 11:59 p.m. on Sunday</p>	<p>Module, which includes discussion posts, activities and quizzes. Also, include Personal Leadership Assessment (PLA) Instruments</p>	

Week Three: September 10-16, The Leadership Wheel and The Five Levels of Leadership

Learning Outcomes	Students who complete this learning module will understand the use of the leadership wheel in organizational change and how they operate on five levels of leadership.	Assessments: Canvas Post Quizzes
Read	<p>Leadership and Power. In Rowitz, Chapter 4, <i>A Systems and Complexity Perspective</i> (p. 67) Rowitz, Chapter 5, <i>The Leadership Wheel and Organizational Change</i> Rowitz, Chapter 6, <i>The Five Levels of Leadership</i> Goleman, D. & Boyatzis, R. (2008). Social intelligence and the biology of leadership. <i>Harvard Business Review</i>, 86(9): 74-81. Berwick. DM. (2013). The toxic politics of health care. <i>Journal of the American Medical Association</i>. 310(18):1921-2. Knight, EK. (2013). Shifting public health practice to advance health equity: recommendations from experts and community leaders. <i>Journal of Public Health Management and Practice</i>, PMID: 24002297.</p>	
Watch	<p>Harvard Public Health. (2013, December 5). <i>The U.S. Healthcare Law Rollout: Where Do We Stand?</i> [Video file]. Retrieved from http://www.youtube.com/watch?v=HTJq3Kwzeek</p>	
Reflect	<ol style="list-style-type: none"> 1. Discuss what Rowitz means by the term “shared values agenda.” Are shared values agendas achievable? If so, how? If not, what obstacles might impede them from progressing? 2. What is your organization’s mission and vision? How does an organization’s mission and vision differ? How are they similar? 3. According to Rowitz, there are ten principles of empowerment. Using these principles, describe a situation where you were empowered. Compare and contrast that situation to your current vocation. Do you feel more or less empowered? If so, why? If not, why not? What role did communication play? 4. On which of the five levels of leadership are you most effective? Please explain. 	
Participate Due by 11:59 p.m. on Sunday	<p>Module, which includes discussion questions, activities and quizzes. Personal Leadership Assessment (PLA) Paper.</p>	

Week Four: September 17-23, Public Health Law and Ethics

Learning Outcomes	Students who complete this learning module will understand how policies and laws are created to address public health problems.	Assessments: Canvas Post Quizzes
Read	<p>Rowitz, Chapter 11, <i>Leadership and Policy Development</i> Rowitz, Chapter 12, <i>Public Health Law and Ethics</i> Bustreo, F. & Hunt, P. The right to health is coming of age: evidence of impact and the importance of leadership. <i>Journal of Public Health Policy</i>, 34(4): 574-9. Bernheim, RG. C& Melnick, A. (2008). Principled leadership in public health: integrating ethics into practice and management. <i>Journal of Public Health Management and Practice</i>, 14(4): 358-66.</p>	
Watch	<p>Harvard University. (2013, April 23). <i>Kathleen Sebelius, U.S. Secretary of Health and Human Services The Forum at HSPH</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=o8jdqpnpfXM</p>	
Reflect	<ol style="list-style-type: none"> 1. What leadership skills are required for developing policies? 2. In what way can politics influence policy development? 3. How do advocacy and collaboration contribute to empowerment? 4. Using the leadership exercise called the “30-second elevator speech,” in 70-80 words write a persuasive, passionate and fact-based argument in favor of the Affordable Care Act. Then, write a 70-80 word argument against the Affordable Care Act. 5. Based on the video, what did you learn about the Affordable Care Act? Does this change your opinion of the law? If so, how? If not, why not? 6. During the video, Former Secretary Kathleen Sebelius spoke about principles that anchor her? What are they? How do they compare to the principles which anchor you as a leader? 	
Participate Due by 11:59 p.m. on Sunday	<p>Module, which includes discussion posts, activities, and quizzes. Midterm Examination</p>	

Week Five: September 24-30, Crisis Leadership

Learning Outcomes	Students who complete this module will understand the complexities of leading crisis and better understand the context in which first responders act.	Assessments: Quizzes Canvas Post
Read	<p>Rowitz, Chapter 15, <i>Traditional and Crisis Public Health Leaders</i> Rowitz, Chapter 16, <i>The Social Capital Perspective</i> Deitchman, S. (2013). Enhancing crisis leadership in public health emergencies. <i>Disaster Medicine and Public Health Preparedness</i>, 5, 534–540. Lawton, L. (2013). Public health and crisis leadership in the 21st century. <i>Perspectives in Public Health</i>, 3,144–145. Ludwig, G. (2012). Crisis management. Rudy Giuliani advocates for managing things, not people. <i>JEMS: A Journal of Emergency Medical Services</i>, 5,24.</p>	
Watch	<p>Harvard University. (2012, March 28). <i>Leading Health Crises Responses at the CDC - Harvard School of Public Health</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=zLe5i1OByHs Harvard Business Review. (2012, March 16). <i>The 5 whys</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=JmrAkHafwHI</p>	
Reflect	<ol style="list-style-type: none"> 1. Describe the crisis cycle. How does the crisis cycle fit Richard Besser’s comment about H1N1 preparedness at the CDC? 2. Why are mitigation strategies important in a crisis? What are the five whys? How could they be used in mitigation strategy development? 3. Apply the five whys to a business problem. Discuss whether and how the five whys helped you and your stakeholders find better solutions to the problem. 4. How does Richard Besser come to believe that the CDC was an organization in need of significant change? Do you agree with this assessment? If so, why? If not, why not? 5. What is social capital? How do you build it? How do you use it? 6. Assess your social capital in professional endeavors. How do you use it? Do you need to build it? 	
Participate Due by 11:59 p.m. on Sunday	Module, which includes discussion posts, activities and quizzes.	

Week Six: October 1-7, Communications and Cultural Competency

Learning Outcomes	Students who complete this module will understand the role of communication in leadership and help to find solutions to cultural diversity challenges.	Assessments: Canvas Post Quizzes
Read	<p>Rowitz, Chapter 18, <i>Leadership and Communication</i> Rowitz, Chapter 23, <i>Cultural Competency</i> Tannen, D. (1995). The power of talk: Who gets heard and why. <i>Harvard Business Review</i>, 36,138–148. Dircksen, J., et al. Chicago department of public health: leadership and communications to support accreditation. <i>Journal of Public Health Management and Practice</i>, 20(1): 85-6. Keehan, C. (2013). Culturally competent care. <i>Journal of healthcare management / American College of Healthcare Executives</i>, 4, 250–252. Betancourt, J. R., et al. (2005). Cultural competence and health care disparities: Key perspectives and trends. <i>Health Affairs (Project Hope)</i>, 24(2):499–505.</p>	
Watch	<p>GlobalKaminsky. (2012, November 12). <i>Cultural competence: Navigating complexity in an intercultural world</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=Gdr0PHqTE0o Harvard Extension. (2013, February 27). <i>How to overcome the fear of public speaking: 3 tips</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=3fz0eiBGvA hchds. (2013, December 3). <i>Beyond the Right Thing to Do: The Legal Case for CLAS Implementation</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=qFQ7gTQTJks Gail Price-Wise. (2009, September 7). <i>Cultural Competence: Managing Your Prejudices</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=E1MI_h0Hlcw</p>	
Reflect	<ol style="list-style-type: none"> 1. What are the barriers to successful communication? Have you personally overcome them? If so, how? If not, why not? 2. What strategies might you use to increase your interpersonal communications skills? 3. What are the advantages and disadvantages of written communication as opposed to oral communications? 4. What is storytelling? Why is it important? What are the advantages of storytelling as a communication strategy? 5. What is cultural competency? What are the steps that someone needs to go through to reach cultural competency? How is cultural competency useful for dealing with cultural diversity? 	
Participate Due by 11:59 p.m. on Sunday	Module, which includes discussion posts, activities and quizzes. Leadership Development Plan (LDP) due	

Week Seven: October 8-14, Planning and Decision Making

Learning Outcomes	Students who complete this module will understand how to develop a plan of action and develop new tools for decision-making.	Assessments: Canvas Post Quizzes
Read	<p>Rowitz, Chapter 20, <i>Leadership and the Planning Process</i> Rowitz, Chapter 21, <i>Leadership and Decision Making</i> Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i>, 78(2): 78-90. Schoemaker, P. et al. (2013). Strategic leadership: the essential skills. <i>Harvard Business Review</i>, 91(1-2):131-4, 147. Tichy, N & Bennis, W. (2007). Making judgment calls. <i>Harvard Business Review</i>, October 94-102. Lammers, JC & Pandita, V. (1997). Applying systems thinking to public health leadership. <i>Journal of Public Health Management and Practice</i>, 3(4):39-49.</p>	
Watch	<p>Harvard Public Health. (2013, December 18). <i>Strategic leadership in a VUCA world: Jonathan Woodson</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=72AzCY45fKU Harvard Business Review. (2013, May 24). <i>A.G. Lafley on strategy's tough choices</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=7f_YaF5MW2g Harvard Business Review. (2011, March 29). <i>Zooming: how effective leaders adjust their focus</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=saNj6B0Vasw Harvard Public Health. (2012, June 20). <i>Health Leadership Around the World: Challenges and Opportunities</i>. [Video file]. Retrieved from http://www.youtube.com/watch?v=VWetirhQcaE</p>	
Reflect	<ol style="list-style-type: none"> 1. What is risk-taking? Why is it such an essential part of public health leadership? List and give the context of 3 instances when you took a risk during the past 12 months. What did you learn for each experience? 2. How can “zooming” help mitigate “VUCA”? 3. What are some usual obstacles to successful negotiation? How can they be overcome? 4. Rosabeth Moss Kanter contends that asking “why” helps with strategic thinking and decision-making. Do you agree? If so, why? If not, why not? 	
Participate Due by 11:59 p.m. on Sunday	Module, which includes discussion posts, activities, and quizzes.	

Week Eight: October 15-19, Challenges and Change

Learning Outcomes	Students who complete this module will understand change as a process and the challenges facing public health leaders in the future.	Assessments: Canvas Post Quizzes
Read	Rowitz, Chapters 24, <i>Leadership and Change</i> Rowitz, Chapter 29, <i>Leadership for the 21st Century</i> Alimo-Metcalfe, B. and Alban-Metcalfe, J. (2006). More (good) leaders for the public sector. <i>International Journal of Public Sector Management</i> , 19(4): 293-315. Day, M., et al. Time for heroes: public health leadership in the 21st century. <i>Lancet</i> , 380(9849): 1205-6. Mukunda, G. (2012). Great leaders don't need experience. <i>Harvard Business Review</i> , 90(10): 30-1. Nowell, B. & Harrison, LM. Leading change through collaborative partnerships: a profile of leadership and capacity among local public health leaders. <i>Journal of Prevention & Intervention Community</i> , 39(1):19-34. Oliver, KA. (2013). Leadership, facilitation, and relationships are key to countering the waning influence of public health. <i>British Medical Journal</i> , 30: 347.	
Watch	Harvard Business Review. (2012, October 23). <i>Defuse difficult people</i> . [Video file]. Retrieved from http://www.youtube.com/watch?v=QzXLfLjzNJE Harvard Business Review. (2010, August 31). <i>The biggest mistake a leader can make</i> . [Video file]. Retrieved from http://www.youtube.com/watch?v=iiorMUkqgDY McKinsey & Company. (2012, March 8). <i>Leadership challenges of the 21st century</i> . [Video file]. Retrieved from http://www.youtube.com/watch?v=c3l6X3ISkAE	
Reflect	1. Describe the Musselwhite's change styles? Which change style are you? How does this change style hinder or help your resilience and adaptation? 2. Using D. Patrick Lenihan's list of public health strategic challenges, in your opinion what is the most urgent public health challenge? What strategies might public health leaders use to meet some or all of these challenges? 3. What is the primary challenge facing you as a public health leader? What is the worst mistake you can make in addressing the problem?	
Participate Due by 11:59 p.m. on Friday	Module, which includes discussion posts, activities, and quizzes.	

Online Course Technology Required and Technical Skills Expected

Technology Required. This course is delivered entirely online in Blackboard; the Learning Management System implemented at the UNT Dallas. Given the technical nature of online classes, you should make certain requirements are met. You should access Blackboards through <http://learn.untDallas.edu> to conduct a browser compatibility check and ensure that you will have access to complete functions of the system. If you use multiple computers, you will need to perform this check for each computer or smart device you use.

Technical problems are common with online course, but technical difficulties will not be an acceptable excuse for late or missed work. Therefore, you should be sure you have the following:

- Easy and reliable internet access.
- Adequate computer system.
- Reliable access to Microsoft Office (Word and PowerPoint).
- Correctly set cache settings.
- A computer microphone.
- Regular access to and use of the University email address.

Technical Skills Expected. An online course can be both challenging and exciting, especially since this course will move at a faster pace than in-person classroom sections. In order to succeed in this course, students are expected to have proficient technical skills. You will need to be able to do the following:

- Draft documents with Microsoft Word.
- Create presentations with Microsoft PowerPoint.
- Navigate Blackboard, the Internet, and YouTube.

Online Course Delivery, Requirements, and Evaluation Methods

Course Delivery. Online instruction will begin at 12:00 (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should set aside approximately 6 hours each week to complete the module. The topic of each week's module is provided in the Online Course Schedule section of the syllabus. Through the modules, students are expected demonstrate mastery of assignment course content by passing reading quizzes, completing a learning application exercise, and posting "high-quality" comments to discussion posts.

Class Requirements. Each week of this course is divided into three phases: (1) independent study to master identified objectives; (2) module tasks; and (3) term project. Given the sequential nature of this course, Phases 1 and 2 must be completed by 11:59 p.m. on Friday evenings each week. This will afford students ample time to complete their term project work (Phase 3) by the weekly deadline by 11:59 p.m. on Sunday evenings each week.

Independent Study (Phase 1). Outside of Blackboard, students are expected to remain current on course reading requirements. This means that students are expected to actively and critically read the assigned the required chapters of the textbook and assigned journal articles before beginning the modules each week. Successful students will complete Phase 1 activities during the first 2-3 days of each week.

Module Tasks (Phase 2). Each week, the module task consists of a reading quiz, a discussion post, and a learning application.

- Reading Quizzes. Each student will complete quizzes as part of the weekly modules. The objective of this activity is to evaluate whether you have become well acquainted with the contents of the assigned reading. Each quiz will address questions specific to the assigned activities for the week. Quizzes are 5-10 multiple choice and true/false questions and should take 15 minutes to complete. Unless otherwise stated in Blackboard, quizzes end at 11:59 p.m. on Friday evening.
- Discussion Posts. Each student will comment on at least one discussion post as part of the weekly modules. Discussion post comments must meet the "high quality" standard for this course. This means that comments must be 50-100 words, reflect the learning goals of the course and demonstrate a clear, in-depth understanding of the subject matter. Comments will be assigned a grade for originality and constructiveness based on the following rubric. You will need three comments for full credit: An original initial post and two comments to other students' comments. Unless otherwise stated in Blackboard, discussion posts end at 11:59 p.m. on Friday evening.

Discussion Board Grading Rubric

Points	Quality
5	Demonstrates mastery of key concepts; constructively critiques the work of others in a manner that stimulates discussion; provides ample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary. Exceeds standards regarding quality and quantity of comments by posting more than 1 "high quality" comment to 2 or more students.
4	Demonstrates sufficient grasp of key concepts; critiques work of others, offering a divergent viewpoint or challenge; shows sufficient skill in support for opinions. Some sufficient organization with expression.
2	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty.
1	Has a mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.
0	No posting.

- **Learning Applications.** Each student will complete learning applications as part of the weekly modules. The objective of this activity is to give students the opportunity to apply fundamental concepts from the week's reading and other course activities. Each learning activity is specific to the assigned activity for the week. Learning activities should take 30-60 minutes to complete. Unless otherwise stated in Blackboard, learning applications end at 11:59 p.m. on Sunday evening.

Term Project (Phase 3). Each student will prepare a written report of 1,000 – 1,500 words approximately 4-5 pages (double-spaced, 12-point font, one-inch margins) in length describing his or her leadership style and skills based on the assessments that will be completed and knowledge gained from class readings and discussion. This report will be based on the leadership assessments assigned during the course. This activity must follow the formatting guide provided for this activity as outlined in Blackboard. Each aspect of the term project must be uploaded to Blackboard in Microsoft Word unless otherwise stated.

Each of the following assignments is graded as term project:

- **Personal Leadership Assessment Instruments.** Each student will take at least one assigned leadership assessment, such as the LPI, Myers-Briggs, FIRO-B, Leadership Trait Questionnaire, Leadership Skills Inventory, Leadership Style Questionnaire, Least Preferred Coworker (LPC) Measure, Multifactor Leadership Questionnaire (MLQ) Form 6S, and the Authentic Leadership Self-Assessment Questionnaire.
- **Personal Leadership Assessment.** Each student will prepare a written report of 1,000 – 1,500 words approximately 4-5 pages (double-spaced, 12-point font, one-inch margins) in length describing his or her leadership style and skills based on the assessments that will be completed and knowledge gained from class readings and discussion.
- **Leadership Development Plan.** Each student will prepare a written Leadership Development Plan of 2,000 – 3,000 words approximately 8-10 pages (double-spaced, 12-point font, one-inch margins) in length. The Leadership Development Plan is a five-year plan based on the course materials. It should specify the activities in which you plan to participate, the timeline for those activities, the rationale for each activity and your goals for them, an indication of how you will measure the outcome.

Midterm Examination. Each student will take a midterm exam that will cover materials from the course, primarily the assigned reading from the required textbook. Students will have up to 90 minutes to answer ten randomly selected multiple-choice and two essay questions from Weeks 1-4. Once you open the exam, you must complete it on the first attempt. Students will only have one try to take the midterm examination.

Final Examination. Each student will take a final examination that will cover materials from the course, primarily the assigned reading from the required textbook. Students will have up to 90 minutes to answer ten randomly selected multiple-choice and two essay questions from Weeks 1-8. Once you open the exam, you must complete it on the first attempt. Students will only have one try to take the final examination.

Grading Matrix:

Assessments	Available (points)	Earned (points)
Reading Quizzes (9)	90	
Learning Applications (98)	80	
Discussion Posts (9)	90	
Midterm Examination	100	
Final Examination	100	
Personal Leadership Assessment Instruments	P/F	
Personal Leadership Assessment Paper	100	
Leadership Development Plan	100	
Class Participation/Attendance	40	
Total:	700	

Grade Determination:

A = 630-700 points
B = 560-629 points
C = 490-559 points
D = 420-489 points
F = less than 420 points

University Policies and Procedures

Students with Disabilities (ADA Compliance). The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy. The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy. Assignments must be turned in on time. Late work is not accepted unless it has been approved in advance by the instructor in writing before the due date.

Classroom Etiquette. Any student whose behavior disrupts the learning environment will be asked to leave the class. Any violation of classroom etiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>.

Exam Policy. Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity. Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

The University academic integrity policy is in effect for this course. Academic dishonesty includes, but not limited to, cheating, plagiarism (including self-plagiarism), improper collaboration, and/or the fabrication, falsification or alteration of information. Any act of academic dishonesty will be reported to the Dean of Liberal Arts and Sciences and the Dean of Students and may result in a grade of F on the assignment, removal from the course with a final grade of F, and any other sanction as deemed appropriate for the offense, including suspension or expulsion.

Bad Weather Policy. On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information so that they will receive this information automatically.

Attendance and Participation Policy. The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students

are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is your responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Online "Netiquette": In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy. Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable popups.

For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html