TEACHER EDUCATION
INSTITUTE

Leadership Development Online

Course Outline

Course Description

Leadership Development is designed so participants work collaboratively to build an empirical model of effective leadership based upon their own observations and personal experience, as well as professional research findings. The empirical model consists of an operational definition of leadership; identification of the essential qualities and characteristics of leadership; and specific skills necessary for educators to realize their unique potential as leaders.

Objectives

- Develop personal goals and objectives
- Determine and discuss typical ideas about leadership
- Test the course navigation system
- Develop a database on leadership and leadership traits
- Analyze and discuss three definitions of leadership
- Examine the nature of intention and its relationship to leadership
- Determine typical barriers to realizing intention
- Develop an awareness of unconscious intentions
- Assess the roles of courage and commitment in leadership
- Compare different leadership styles
- Develop individual acts of leadership
- Expand one's self-concept as a leader
- Incorporate feedback into developing commitments and plans

Curriculum Design & Time Requirements

Leadership Development is a 2 credit graduate level or 40 hour professional development course taught online over seven weeks. Each module includes a reading and writing assignment, as well as an application assignment. Participants will post assignments weekly and dialogue with colleagues regarding assignments and leadership experiences.

Hardware & Computer Skills Requirements

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active e-mail account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Microsoft Internet Explorer, Safari, Mozilla Firefox etc.

Course Materials

Online readings and Web site reviews (including journal articles and best practices from the body of educational research) will be assigned during the course to enhance learning. These readings will be presented as annotated Web sites within the course content.

Session 1: Introduction and Overview
Contents:
1. Develop personal goals and objectives
2. Determine and discuss typical ideas about leadership

Session 2: Leadership Defined
Contents:
1. Develop a database on leadership and leadership traits
2. Analyze and discuss three definitions of leadership

Session 3: Leadership and Intention
Contents:
1. Examine the nature of intention and its relationship to leadership
2. Determine typical barriers to realizing intention

Session 4: Leadership, Fear and Courage
Contents:
1. Develop an awareness of unconscious intentions
2. Assess the roles of courage and commitment in leadership

Session 5: A Case Study in Leadership: The Dean Rusk Story
Contents:
1. Compare different leadership styles
2. Develop individual acts of leadership

Session 6: Assessing Self as Leader
Contents:
1. Expand one's self-concept as a leader
2. Incorporate feedback into developing commitments and plans

Grading

Assignment	Points	Grading Scale	
Talking Points, Reading Assignments & Reflections	30	28 – 30	**A**
Total Points	**30**	26 – 27	**B**
		23 – 25	**C**

Student Requirements
1. Reading Assignments: Students will complete all assigned reading in the modules, Web sites, and research articles.

Student Academic Integrity
Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation

of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.