

HECE 410 Leadership and Management in Community-Based Educational Contexts

Fall 2022, Coastal Carolina University

Class meeting times: TBD

Instructor: TBD

Office: Kearns 107A

Office hours: TBD

Office phone: TBD

Email: TBD

Catalog Description:

HECE 410 Leadership and Management in Community-Based Educational Contexts (3 credits) (Prerequisite: HECE 303) This course provides students with a foundation of managerial and leadership theory and its practical application within the context of community-based educational contexts. Topics include team building and dynamics, navigating and resolving conflict, effective communication strategies, assessing organizational conditions, and cultivating a healthy work environment in the 21st century. F, S

Course Purpose:

Emphasis is placed on students' practical application of their understanding of the development and maintenance of an effective and efficient workplace environment through personal and professional leadership development.

Course Objectives:

Introduce and/or enhance the development of the following skills:

- Problem-solving
- Critical thinking
- Team building
- Theory and practice
- Conflict resolution
- Organizational assessment
- Diversity and inclusion

Student Learning Outcomes:

As a result of active participation in this course, students will be able to:

- Demonstrate an understanding of managerial and leadership theory within the context of higher education;
- Demonstrate an understanding of the role a manager plays in the personal and professional development of employees;
- Demonstrate an understanding of conflict resolution strategies and effective communication;
- Evaluate and assess the overall health of a work environment; and
- Demonstrate an understanding of the impact of implicit bias within the workforce.

Required Text(s):

Ton-Quinlivan, V. (2021). *Work Force Rx: Agile and inclusive strategies for employers, educators and workers in unsettled times*. Master Catalyst Press.

Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. Jossey-Bass: A Wiley Brand.

Grenway, B. (2021) . *An academic study in leadership, management, & education: Writings of a scholar practitioner*. Vol.1. Grenvantage Press.

Other Required Course Materials:

Journal articles provided in class.

Course Requirements:

Along with reading the textbooks there will be other assignments included. All assignments are to be turned in at beginning of class on the due date.

Course Outline:

- I. Introduction/Overview of Managerial and Leadership Theory
 - A. Trait Theory
 - B. Path Goal Theory
 - C. Situational Leadership
 - D. Behavioral Leadership
 - E. Transactional Leadership
 - F. Transformational Leadership

- II. From Theory to Practice
 - A. Assessing Organizational Conditions
 - B. Mission and Vision
 - C. Team Dynamics
 - D. Culture of Trust

- III. Personal Development
 - A. Effective Communication
 - B. Decision Making Process
 - C. Conflict Resolution
 - D. Implicit Bias

- IV. Professional Development
 - A. Supporting Adult Learners
 - B. Meaningful Meetings
 - C. Employment Performance Measures
 - D. Career Opportunities
 - E. Workplace Retention

Grading Standards:

Course grading is done based on a percentage of total points as well as assignment completion.

Course Assignments/Assessments	Point Value	Percent of Final Grade
Attendance/In-class Participation	150	15%
Theory to Practice assignment	150	15%
SWOT analysis	100	10%
CliftonStrengths Assessment	75	7.5%
Facilitators Core Competencies assignment	75	7.5%
Training, Development and Service Excellence assignment	150	15%
DEI Professional Development Series	150	15%
Personal/Professional Development assignment	100	10%
Final Reflection	50	5%
	1000	100%

As per the 2021-2022 CCU online catalog, “With the exception of the **Fx** grade, the grading system outlined below has been in effect since the Fall semester, 1978. Under this system, undergraduate course credit will be granted only for earned grades of **A, B+, B, C+, C, D+, D or S**. Each of the following symbols will become a permanent part of the student’s academic record when assigned. **A, B+ and B, C+ and C, D+ and D**, and **F** carry the traditional academic connotations of excellent, good, average, poor, and failing performance, respectively.”

Your grade in LCCE 304 will come from the points accrued on the assignments described above. The following scale will be used:

A	=	450 - 500	(90-100%)
B	=	400 - 449	(80-89%)
C	=	350 - 399	(70-79%)
D	=	300 – 349	(60-69%)
F	=	below 299	

Course Assignments:

1. Attendance and In-class Participation (150 pts)

In this course it is impossible to be engaged in quality learning without taking these components seriously. Poor or late attendance, or not attending for full class time, may adversely impact your grade in the class.

2. Theory to Practice assignment (150 pts)

This assignment will have you research a theory within organizational leadership and or management and provide best practices of its application within 21st century higher education.

3. SWOT Analysis (100 pts)

This assignment will have you complete a SWOT analysis on CCU department within Student Affairs. You will interview a person of leadership within the department you select to assist in your analysis.

4. Clifton Strengths assignment (75 pts)

This assignment will have you complete the Clifton Strengths Assessment, followed by a written analysis and reflection of your results.

5. Facilitators Core Competencies assignment (75 pts)

This assignment is designed to help you identify strengths and opportunities for growth as a facilitator, followed by a written analysis and reflection.

6. Training, Development and Service Excellence assignment (150 pts)

This assignment allows you the opportunity to participate in a professional development session offered by the CCU Training, Development and Service Excellence department, followed by a written reflection.

7. DEI Professional Development Series (150 pts)

This assignment allows you the opportunity to participate in the Diversity and Inclusive Excellence Professional Development Series, aimed to foster and develop cultural competency through knowledge, awareness, and skills.

8. Personal/Professional Development assignment (100 pts)

This assignment allows you the opportunity to focus on your personal and professional development as you visit the CCU Career Services office to create a resume and complete a mock interview within Big Interview.

9. Final Reflection (50 pts)

This assignment allows you to reflect on the class, your experiences and opportunities for course improvement.

Course Policies:

Attendance: Regular attendance and course preparation are basic requirements for this course. Though I will ask you to do some work outside of class, most of the content and discussion will happen during class; it is difficult for you to be fully engaged if you are regularly absent. In short, I expect you to attend class, and I expect you to be prepared for the class day by having completed the assignment on time, done the reading, etc.

We will follow CCU's attendance policies, and therefore absences will be excused for one of the following reasons: incapacitating illness; accommodation for a disability; official representation of the University; death of a close relative; religious holidays; active military duty; compliance with a subpoena; pregnancy or childbirth. Documentation verifying these excuses may be required. Missing 25% of scheduled class meetings or more will result in failure of the course (10 for a MWF or 7 for a TH or MW).

In the case you do need to miss class, please email me in advance. Your second best option is to email me as soon as possible after missing. We will discuss arrangements for class and your work. Please note: missing class does not mean you are automatically excused from turning in your work when it is due. We can discuss alternative due dates when you contact me.

Communication: I am willing to discuss your progress in the course, answer questions, or provide feedback at any time. You may stop by during posted office hours; you do not need to make an appointment. If my office hours do not work for you, please email me and I am happy to find a mutually agreeable time.

I strongly suggest checking Moodle, the syllabus, or other course documents for your answer before emailing me because you may get a faster response that way. I will only answer emails that come from a coastal.edu email account, include a subject line, and a signature. Please allow for 24 hours during the weekdays and 48 hours on the weekends for a response.

Late work: A general college expectation, regardless of class or major, is that you submit your homework, projects, papers, etc. on time. I, too, have that expectation; however, I recognize some situations may arise that make that difficult. This class has a 24 hour grace period on assignments completed outside of class, meaning that I will accept assignments for up to a day after they were originally due without penalty. This grace period does not apply to presentations, the Career Expo, or the final. A couple things to note: this applies to assignments completed outside of class, and if you need to submit a hard copy, you will need to bring the assignment to my office. Do not wait for the next class period; that is more than 24 hours later. Use this option wisely; you should still strive to submit your work by the due date as it will help your time management skills.

If you are sick or have extenuating circumstances that prevent you from submitting within that grace period, you will need to make arrangements with me. Do not assume I will automatically accept work more than 24 hours late if you do not make arrangements.

In-class assignments may not be made up. If you know you are going to be absent, please talk to me in advance. For example, if you know you will be out of class at the end of the week because you are having your wisdom teeth out, talk to me early in the week so we can make arrangements for your Weekly Planner check or any work we are completing that day.

Technology: I recognize there are times where you may need to use a device in the classroom, perhaps to access Moodle or add something to your calendar or for assistive technology. However, you should not use a device for non-academic purposes. This includes but is not limited to texting, social media, FaceTime, phone calls, YouTube, Netflix, gaming, or general web surfing. These things are not only distracting to you, but they are distracting to your classmates and me, and they are rude.

Please silence your phones (including vibrate) and lower the volume on your computer before class. If you answer a phone call or FaceTime in class, I will ask you to leave for the day. Please speak to me if you have a situation where you need to have your phone available or are expecting an important call. If you need to answer a call, step outside first.

Academic Accommodations for Students with Disabilities: Coastal Carolina University, in accordance with the Americans with Disabilities Act of 1990 (ADA) and the Federal Rehabilitation Act of 1973/Section 504, will provide reasonable accommodations for eligible students with disabilities. If you require accommodations, please seek assistance directly from the Office of Accessibility and Disability Services located in Laurel Hall. You are responsible for initiating arrangements of accommodations for tests and other assignments in collaboration with the Office of Accessibility and Disability Services, and the professor. More information can be found at <https://www.coastal.edu/disabilityservices/>

Academic Dishonesty: Academic dishonesty refers to instances of plagiarism, cheating, or attempted plagiarism or cheating. Academic dishonesty will not be tolerated. If you are caught committing academic dishonesty, your action will be reported to the university, and we will hold a meeting to determine the sanction which may range from failure of the assignment to failure of the course.

Some examples of academic dishonesty include

- Borrowing words, sentences, ideas, conclusions, examples, and/or organization of an assignment without proper acknowledgement
- Submitting another person's work in place of their own
- Allowing someone else to revise, correct, or edit an assignment without explicit permission of the instructor (*this does not include the Writing Center, but does include family members*)
- Submitting work without proper acknowledgement from commercial firms, websites, fraternity or sorority files, or any other outside sources, whether purchased or not
- Allowing another person to substitute any part of the course for them, including quizzes, tests, and final examinations
- Submitting any assignments with the assistance of another without explicit permission from the instructor;
- Submitting work that was originally prepared for another class without the explicit permission of the instructor;

More information regarding academic dishonesty, what constitutes academic dishonesty, and the process can be found in the student code of conduct.

The easiest rule: do your own work and cite the work of others. If you have questions about what you need to cite, the assignment, or the content of the course, contact me. I'm in the best position to answer your questions, and I'm happy to do so.

