Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035)

Future Effective Date: 05/15/2013  ☑ New course  ☐ Temporary course  ☐ Drop service course
(Effective date cannot be retroactive)  ☐ There is a course fee associated with this course (see instructions)

☐ Variable credit ___________________  ☐ Repeat credit (cumulative maximum _______ hours)
☐ Increase credit (former credit _______)
☐ Lecture-lab ratio (former ratio ______________)
☐ Number (former number _______)
☐ Prefix (former prefix ______________)
☐ Crosslisting (between WSU departments)
☐ Cooperative listing (UI prefix and number ______________)
(Must have both departmental signatures)  taught by:  WSU ☐  UI ☐ jointly taught ☐
☐ Conjoint listing (400/500)  ☐ S, F grading
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _______ (Must have GenEd Committee Approval)  ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only)  ☑ Graduate credit (professional programs only)
☐ Other (please list request)

EdAd 512  Leadership Studies for Social Justice

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<thead>
<tr>
<th>course prefix</th>
<th>course no.</th>
<th>title</th>
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<tr>
<th>credit</th>
<th>lecture hrs</th>
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Description (20 words or less)  Surveys a broad arena of leadership theories and approaches including present educational problems, leadership theories, perspectives.

Instructor: Michele Acker-Hoevar
Contact: Phyllis Erdman
Campus Zip Code: 2114

Phone number: (509) 372-7251
Phone number: (509) 335-9117
Email: ackerhoc@tricity.wsu.edu
Email: perdmn@wsu.edu

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Kelly Ward  Chair/date  9-20-12

Dean/date

General Education Com/date

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary) *

Graduate Studies Com/date

All-University Writing Com/date

Academic Affairs Com/date

Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Justification for Leadership Studies for Social Justice Course: EdAd 512

Leadership Studies for Social Justice is foundational to our state-wide doctoral program vision and mission and a linchpin that connects with other program strands in both the Teaching and Learning (T&L) and Educational Leadership (EL) Doctor of Education (Ed.D.) degree in the College of Education’s statewide program. The new doctoral-level course is needed for these reasons:

• Ed.D. programs in the College of Education have been merged into one blended program with a common core of courses. The Educational Doctoral Planning Committee met during the 2011-2012 school year and recommended that Leadership Studies for Social Justice be a common and shared course that would serve both major strands of the Ed.D. Program. The Ed.D. Doctoral Planning Committee agreed that doctoral students must have a strong knowledge base in leadership theories that goes beyond introductory leadership courses taken in a master’s program and connects strongly with social justice. The course content connects students to contemporary theories, central to the research they will engage, and explores leadership from both teacher and school leaders’ perspectives. The new doctoral level course on Leadership Studies for Social Justice addresses the programmatic goal that leadership studies is core content, foundational to the blended doctoral program, and follows through that the course be adopted as a core course in the T&L and EL doctoral program requirements.

• To date, the doctoral-level leadership studies for social justice course used in the Ed.D. Program has been taught under a “topics” number (EdAd 522) during the Summer Institute for the EL students the past four years. The course has proven to be integral to the shared state-wide doctoral program with T&L and EL. The course number has created some issues for doctoral students’ programs when students wish to take other topics courses using the same course number. Since the Leadership Studies for Social Justice course was identified as a shared course by the Ed.D. Planning Committee across the two doctoral programs of T&L and EL, it should have its own prefix and number in the graduate course catalogue as it is central to the program.
EdAd 512
Leadership Studies for Social Justice

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Associate Professor, Educational Leadership
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Richland, WA 99354
Office phone – (509) 732-7251
Cell phone –
Fax number – (509) 372-7555
ackerhoc@tricity.wsu.edu
Office hours – by appointment (phone or email to set a time)

Class Meetings: TBD

Course Description: Leadership Studies for Social Justice surveys a broad arena of leadership theories and approaches in course texts and assigned readings. Particular attention is paid to more current theories used in research that can assist teacher and school leaders grappling with present educational problems. Different typologies and assumptions help frame leadership theories, perspectives, and approaches within contrasting worldviews.

Course Overview and Objectives: Three course objectives are: (a) to situate, various leadership theories within different frameworks and epistemologies to reflect, compare, contrast, and critique perspectives, (b) to understand different contextual variables (i.e., internal and external pressures leaders must respond); and (c) to apply leadership theories/perspectives to study issues in the field that challenge students to think/rethink how leadership theory influences their work and research and reinforces certain organizational theories for how particular structures are maintained and thus go unchallenged.

College of Education Conceptual Framework: The College of Education contributes to the theory and practice of a broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.
How the Course Connects to the Conceptual Framework: The connections to the conceptual framework in this course include contributing to the theory and practice of education by developing educator scholarly-practitioners who reflect deeply on their leadership practice, articulate clearly how their leadership theories underpin their actions, and foster actively more socially just and inclusive practices that engage others in building more sustainable futures for both students and the communities they serve. In addition, the course situates leadership theory within various leadership, historical, and sociological frameworks for students to deconstruct current leadership practices that might be altered to achieve different purposes and address current educational issues and problems that may alter the present structures and practices.

Required Texts¹:

Course Requirements and Due Dates:

¹ Required texts vary depending on the composition of the class. Texts with an * may be more desirable for teacher leadership; books with **may be more desirable for school leaders; and books marked with three *** apply to both groups. Instructors will assign selected readings that reinforce the use of theories in contemporary research.
1. Class chapter facilitation/presentation (25 points). Due as assigned.
2. Book review/critique (20 points). Due Class 9.
3. Integrated writing assessment and feedback Teacher Leadership or Aesthetic Rendering of Leadership (20 points). Due Class 13.
4. Reflection paper (15 points). Due Class 15.
5. Final Paper (20 points). (Due any time after Class 10 and no later than Class 15.

Grade Distribution Based on Point Totals of the Combined Assignments:

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<tr>
<th>Points</th>
<th>Letter Grade</th>
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<tr>
<td>100-94</td>
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<tr>
<td>93-90</td>
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<td>89-87</td>
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<td>C-</td>
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<td>69-67</td>
<td>D</td>
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<td>66 and Below</td>
<td>F</td>
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Incomplete* (See policy in the student handbook for incompleted and stated policy herein.)

I. (Incomplete.) An incomplete is the term used to indicate that a grade has been deferred. It is for students who for reasons beyond their control are unable to complete their work on time. All outstanding incomplete work (including grades of I, X, and blank/no grade) must be completed and posted to the official transcript prior to the conferral of the degree. It is strongly recommended that students who are granted an Incomplete limit their total number of credits to 18 credits (including credits for the Incomplete course and any new courses) during the semester when they are finishing an Incomplete. Students who receive an I grade have up to the end of the ensuing year to complete the course, unless a shorter interval is specified by the instructor. If the incomplete is not made up during the specified time or the student repeats the course, the I is changed to an F. (See Rule 34.) Faculty are required to submit an Incomplete Grade Report (IGR) to the departmental office with every I given. The IGR must specify conditions and requirements for completing the incomplete, as well as any time limitations less than one year.

Description of Each Assigned Area²:

1. Class chapter facilitation/presentation-25 points. (See proposed course calendar for chapter assignment. Rubric provided.)

² Rubrics provided to students for assignments 1, 2, and 3.
In your presentation you must:
   a. Discuss key concepts of theories related to your chapter.
   b. Connect your chapter to one outside reading of a study done by a contemporary scholar
to show the relevance of the theory to current research and/or practice.
   c. Get approval from the professor for article to post from a peer reviewed journal suggested
by instructor.
   d. Post reading electronically one week prior to assigned reading.
   e. Provide a short activity to engage peers in the application of theory with practice and/or
research.

Educational Leadership Program (ELP) Rubric provided for writing up Book Review.
Points to Consider:
   • How scholars defined leadership from the ground up.
   • What roles did teachers and teacher leaders play in the cases?
   • Theoretical framework for the study, method for reporting the seven school cases, overall
findings, and emerging theory of leadership for sustainable school improvement from the
ground up.
   • Implications of study’s findings for educational leaders today.

3a. Integrated Writing Assessment Feedback 20 points [Option 1]. The purpose of the
integrated writing experience is have everyone read the same two articles on teacher leadership
and receive feedback on the quality of your writing from a technical perspective (use of APA,
grammar, etc.,) and your ability to by “problematize” an aspect of teacher leadership and make
your argument or critique through at least one leadership theory and other supporting research.
Use at least two other references in addition to the two articles. Rubric provided. OR

3b. Aesthetic Rendering of Leadership (20 points) [Option 2].
In this course we will be discussing, viewing, and thinking about leadership for social justice as
one of the theories. Engaging in leadership for social justice is work that “engages the heart,
mind, and body in ways that are exhilarating, yet highly stressful and physically exhausting”
(Shapiro, 2010, p. 242). In your Leadership for Social Justice text, Shapiro (2010) argues that
“artmaking can facilitate a personal, authentic engagement with social justice issues and provide
opportunities for non-linguistic meaning-making, which opens up emotions and ideas that that
cannot easily be accessed in other ways” (p. 245). Push outside of your comfort zone to embody
what leadership for social justice means for you. You are not expected to be an award winning
artist, poet, or performer, but you are expected to use the arts (defined broadly) to provoke a
deeper personal understanding of leadership. You will present your artistic rendering of
Leadership to the class.

4. Reflection paper (15 points). Write your reflections for the course on one page of key
learnings/understandings (can be bulleted) and then write to more pages that demonstrate a
deeper reflection on assumptions you held challenged in this course about leadership. What was
challenged? What informs your thinking now and will guide your practice (hopefully
differently) in the future? If possible, describe in greater detail this aha moment and how you
have made sense of how your learning that may inform your study and your work as you move forward in the program.

5. **Final Paper. (20 points).** The final paper is an application of what you have learned/discovered/realized from your participation, readings, and individual research in this class about Leadership Studies for Social Justice. Final Papers should be between 7-10 pages (double spaced, 12 point font) and submitted electronically by xxxx. Since many of you are just beginning to think about your areas of interest and study, the final paper is a literature review to help you get moving on your research, or in some cases, help you re-define your interests. Locate a combination of 4-5 theoretical and/or empirical studies related to your proposed area of study. As you analyze these studies for this review of literature address the following:

- What theoretical perspectives and frameworks are used in the study?
- Who are some of the key scholars in the area?
- What are the scholars saying (e.g., argument for the study)?
- What are their findings?
- Why does this theory/approach to leadership fit your study or interests?
- Are there other theories or approaches to consider?
- What are the epistemic foundations to the theory/approach that make it plausible for you to consider it in your study?
- What philosophical paradigm is your approach/theory embedded?

*Course Schedule reflects one approach and would be modified depending on the students enrolled in the course and the instructor teaching the course.*

**Proposed Course Calendar:**

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Topics and Readings Completed for the Class Session</th>
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<tr>
<td>Class Session 1</td>
<td>Overview of the course and expectations, discussion of group norms, rubrics, and introduction to leadership typology (5 areas identified by Yukl e.g., trait, behavior, contingency, power and influence, and integrated approaches), sociological paradigms (4 paradigms) (see Burrell &amp; Morgan), historical eras (4 eras), and larger forces (political, economic, sociological, and historical), which contextualize leadership studies more broadly in a multi-dimensional framework for analysis of the theory and approach. Discuss work plan and goals.</td>
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<tr>
<td>Class Session 2</td>
<td>Review various leadership, historical, and sociological frameworks to deconstruct how current leadership practices and organizational designs might be interpreted and altered to achieve different purposes. Discuss <em>the nature of leadership</em>, Chapter 1 Yukl. Emphasize how the level of analysis varies in leadership studies</td>
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depending on whether the unit is the individual, dyad, group, or organization. Assign chapter presentations to student(s) who will provide an overview of the key concepts of the chapter and share a current research article that illustrates the theory or approach in-use today (see rubric). Other assigned reading.

Class Session 3
Discuss Chapter 16 in Yukl Book—*Overview and Integration* of leadership theories and review of the frameworks to situate leadership. Introduce Acker-Hocevar et al., book, Chapters 1 & 2. Discuss the framework for the study. What were the leadership assumptions at the time of the study? Turn in work plan for the semester. Other assigned reading.

Class Session 4
Chapter 4, *Leading Change and Innovation* and self-assessment on participation. Chapter 4 in Acker-Hocevar et al. Other assigned reading.

Class Session 5
Chapter 5, *Participative Leadership and Empowerment*. Chapter 8 Acker-Hocevar et al. Remind students that there next assignment will be reading two articles on Teacher Leadership. Other assigned reading.

Class Session 6

Class Session 7

Class Session 8
Chapter 9, *Dyadic Relations and Followers*
Discussion on the role of teacher leadership in schools. Other assigned reading.

Class Session 9
Chapter 3, *Effective Leadership Behavior*  
Book Review due on Leadership from the Ground Up…  
Other assigned reading.

Class Session 10
Chapter 6, *Leadership Traits and Skills*. Other assigned reading.

Class Session 11
Chapter 7, *Contingency Theories and Adaptive Leadership*. Other assigned reading.

Class Session 12
Chapter 8, *Power and Influence Tactics*. Other assigned reading.
Class Session 13
Chapter 12, *Charismatic and Transformational Leadership*
Integrative writing assignment due.
Other assigned reading.

Class Session 14
Chapter 14, *Cross-cultural Leadership and Diversity*
Other assigned reading.

Class Session 15
Chapter 11, *Strategic Leadership*
Wrap-Up—Revisiting the leadership typologies (i.e., trait, behavior, power-influence, situational, and integrative), various historical management periods (i.e., scientific, human relations, systems, and quality, continuous improvement periods), and sociological paradigms (i.e., structural functionalist, interpretivist, radical humanist, and radical structuralist perspectives), and forces (political, economic, socio-cultural, and historical) to interpret leadership studies,
Final paper and reflection due.
Course Evaluation

**Useful Things to Know**

**Communication.** Email will be the primary means of communication, so students are advised to check email frequently before class. However, I am not “on” email constantly. Thus, if you want a quicker response from me, please send me a text (cell phone number provided above).

**Missed Class.** Students are expected to attend all class sessions. Students who have a schedule conflict need to discuss that conflict with me well in advance and an assignment will be required in order to obtain the points for the class session missed. Students who miss more than one class will not be able to make an A for the course unless there are documented and unusual circumstances.

**Late Assignments.** Late papers will be graded lower than work turned in on time. This means that the grade will be reduced from an A to a A- when the work is one day late etc., and thereafter reduced to the next letter grade, i.e., from an A- to a B+ for each day the assignment is late. No late papers will be accepted if the work is more than two weeks late. The grade will be an F for that assignment. The only exceptions are serious and extenuating circumstances that would constitute an emergency.

**Arriving Late to Class.** Every student in this class keeps a busy schedule. In fairness to those students who do arrive on time, and in respect for our class time, students will be considered “late” after fifteen minutes. In this class, that means students arriving after xxxx are considered
late. Students will receive one “free” late pass. After that, two “late classes” will reduce your grade by one point.

**Ground Rules.** Respect for Diversity—At WSU, we attempt to sustain active, diverse learning environments that honor both free speech and complete respect for students, faculty, and guests. Respect and consideration for all is the basis for the programs and class conduct. Diversity contributes richness to our lives and work, and participants bring different experiences and perspectives to courses. Discussions often raise conflicts about values and beliefs that are fundamental to the work and scholarship of education. Everyone has the right to speak and the obligation to listen. Abusive or threatening behavior is not tolerated at WSU.

**Talking in class.** There are some students who do not feel comfortable speaking in class. I am sensitive to that. However, it is still an expectation that all students will participate in all facets of the class—this includes class discussion. It is not acceptable for a student to remain quiet throughout the term, especially without talking to me about it. Your thoughts and contributions are important and valuable components of our class. If you think you will have trouble with this policy, please talk to me.

**Cell Phones.** We are all busy professionals. Please have cell phones silenced or off during class sessions. If an emergency occurs and a cell phone needs to be used, please take the phone call outside of the classroom.

**Laptops.** Most class sessions you will need one, so please bring one with you.

**Campus Policies**

**Disability Services Reasonable Accommodations Statement.** Reasonable accommodations are available for students with a documented disability. All accommodations must be approved through your WSU Disability Services office. If you have a disability and need accommodations, we recommend that you begin the process as soon as possible. For more information, contact a Disability Specialist on your home campus.

- **Pullman** [http://accesscenter.wsu.edu](http://accesscenter.wsu.edu)
- **Spokane** [students/current/StudentAffairs/disability/index.html](http://students/current/StudentAffairs/disability/index.html)
- **Tri-Cities:** [http://www.tricity.wsu.edu/disability/index.html](http://www.tricity.wsu.edu/disability/index.html)
- **Vancouver:** [http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services](http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services)
Campus Safety. The Campus Safety Plans are available for all campuses and contain a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community and links to the other campuses. Students are asked to visit this web site as well as the University emergency management web site at http://oem.wsu.edu/Emergencies to become familiar with the campus safety and emergency information provided. Students should also become familiar with the WSU ALERT site (http://alert.wsu.edu) where information about emergencies and other issues affecting WSU will be found. The other campus safety plans can be found at:

- **Pullman**: http://safetyplan.wsu.edu
- **Spokane**: http://spokane.safetyplan.wsu.edu
- **Tri-Cities**: http://www.tricity.wsu.edu/safetyplan
- **Vancouver**: http://www.vancouver.wsu.edu/safety-plan

Emergency Notification System. WSU has made an emergency notification system available for faculty, students, and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). Become familiar with the University emergency management web site at Pullman Spokane, Tri-Cities, and Vancouver: http://oem.wsu.edu/

You may have been prompted to complete emergency contact information when registering for classes on Zzusis. In the case of a Building Evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, your campus web page and/or WSU ALERT HOTLINE at 509-335-2345. **If you need to report and emergency, DIAL 911.**

Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Finally, in case of class cancellation campus-wide, please check local media, the WSU web page and/or http://www.flashalert.net/

Academic Integrity Violations for all Campuses. When a student enrolls in WSU, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty (WAC 504-26-010 specifically defines “cheating”). Violations to academic integrity include plagiarism. Plagiarism is presenting the information, ideas, or phrasing of another person as the student’s own work without proper acknowledgement of the source. This includes submitting a commercially prepared paper or research project for academic credit, and/or using any work done by someone else. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct
quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

If a student’s work is suspected of violating the University’s policies on academic integrity (WAC 504-26-404), the instructor will assemble the evidence and, upon reasonable notice to the student of the date, time, and nature of the allegations, meet with the student suspected of violating academic integrity policies. Appropriate disciplinary action will ensue. This will result in an “F” for the course and referral to the Office of Student Conduct where more stringent discipline may ensue that could result in termination to the program.

For additional information about WSU’s Academic Integrity policy/procedures please contact (360) 546-9573 or refer to the student conduct information on the university website at http://studentaffairs.vancouver.wsu.edu/student-affairs/student-conduct.

**Important Dates and Deadlines.** Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX. Questions regarding the academic calendar can be directed to the Office of Student Affairs.

**ANGEL.** ANGEL will be used to make announcements and provide access to the discussion board. Students should check the site during the week and prior to class.

**Using WSU Library System**

www.wsulibs.wsu.edu
Click on Griffin tab on left
Click on journal, magazine, newspaper
Click on journal title
Type the title in the box and follow directions

**Journals to Take Note**

Additional Selective Readings


