

LEADERSHIP (LEAD)

LEAD 1100. University Foundations for Adult Learners. 1 Hour.

University Foundations for Adult Learners serves as an introduction to higher education and is designed to assist LEAD students in becoming engaged members of the A&M-Texarkana academic community. This course assists students in acquiring essential academic success skills and developing a better understanding of learning processes. Focus is placed on the benefits of higher education and the expectations and values of the university. Students will examine factors that underlie learning, success, and personal development in higher education. NOTE: This is required of all BAAS and BS-Leadership students meeting 2015-16 and subsequent catalog degree requirements. Prereq: ENGL 1301 & 1302 with a grade of C or better.

LEAD 1101. Foundations of Leadership. 1 Hour.

Leadership begins with intentional student development assisting and facilitating students in understanding their learning as they become effective contributing members of their communities. To begin their study of leadership, students will develop a personal philosophy of leadership that includes an understanding of self, others, and their institution. This course will provide the foundation of how personal attributes and institutional knowledge contribute to leadership development.

LEAD 1201. Student Leadership Challenge. 2 Hours.

This course will provide the foundation for students to develop as leaders by utilizing research-based leadership literature and practices. A focus on community and university service is woven throughout the course. This course is typically taken after LEAD 1101 during the second semester of the freshmen year.

LEAD 1301. Prior Learning Assessment Theory and Practice. 3 Hours.

This course is designed to assist students in identifying areas of learning that may be evaluated for college-level equivalency. The course guides students through the preparation and compilation of all components required for the evaluation of a portfolio of prior learning. Students use critical reflection skills to conceptualize the value of prior learning and its implications for future learning. Adult learning theory, models, and concepts are discussed and applied to case studies. Admission to course requires program admission to BS-Leadership program and permission by Coordinator. Prerequisite: ENGL 1301 & ENGL 1302 with a grade of C or higher.

LEAD 289. Independent Study. 1-3 Hours.

This course provides individual instruction. Students may repeat the course when topics vary.

LEAD 301. The Adult Learner and Self-Development. 3 Hours.

This course will provide a formal space to introduce adult learners to the theories of adult development and learning and allow them the opportunity to explore those theories in light of their own personal and professional development. The course will also introduce students to the importance of well-developed skill-sets that include critical thinking, problem-solving, effective communication, leadership, personal responsibility, and self-directed development. In addition, this course will house tutorials to help returning adults acclimate to higher education, specifically its environment and expectations.

LEAD 305. Introduction to Leadership: Concepts and Practices. 3 Hours.

This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, overcoming obstacles, and addressing values in leadership. Prerequisite: Junior or Senior standing.

LEAD 310. Leadership Theory and Practice. 3 Hours.

This course introduces leadership theory and practice. Students will develop an understanding of the behaviors and characteristics of leaders through the examination of current leadership models.

LEAD 390. Careers and Work-Life Integration. 3 Hours.

This course examines evolving work-life issues with respect to contemporary organizations and the changing landscape of careers. Major topics will include new career models, career development strategies, the interrelationship of work and family, and career development over the lifespan. Students will conduct a rigorous self-assessment to clarify values, interests, skills and career goals and aspirations.

LEAD 395. Prior Learning Assessment Theory and Practice. 3 Hours.

This course is designed to lead students through the inductive learning process by assisting students in identifying specific learning events, reflecting upon those experiences, and then conceptualizing the prior learning within theoretical frameworks. Specific areas to explore include occupational-based communication and interpersonal skills, leadership, collaboration, problem-solving, and time-management. Utilizing Bloom's Taxonomy and Kolb's Experimental Learning Cycle, the course guides students through the preparation and compilation of all components required for the evaluation of a portfolio of prior learning for collegiate credit. Students use critical reflection skills to conceptualize the value of prior learning and its implications for future learning.

LEAD 400. Leadership and Function: Building organizational environments that work. 3 Hours.

This course is to present an overview of the historical impact women have endured in leadership roles in America, comparing and contrasting the male and female role and of the challenges women face in attaining and successfully embodying leadership roles. The course will include content over the authority and influence as they apply to women in particular- will explore how wisely and well leadership is exercised, by women. This course will include: throughout history women have had less access to leadership roles than have men; that the reasons for this diminished access are numerous and complex; that as a simple matter of equity women should have greater access to leadership roles in the future than they have had in the past and, for that matter, than they do in the present; and, finally, that so far as leadership is concerned, women have challenges that uniquely are theirs.

LEAD 414. Organizational Training and Development. 3 Hours.

An introduction to the field of Employee Training and Development and processes involved in improving individual and organizational performance. Specific topics include: the role and required competencies of the training specialist, methods of conducting needs assessment, task analysis, program development, theories on adult learning and performance, career development planning, and evaluating education and training with application to the for-profit and non-profit sections.

LEAD 415. Organization Development and Change. 3 Hours.

This course introduces the discipline of organizational development and leadership, specifically as it applies to non-profit agencies, including definitions, values, ethics, and organizational development as a normative process. Change theory and practice and the role of the change agent/organizational development professional are examined. Traditional organizational development interventions and current applications of organizational development thought are surveyed.

LEAD 420. Community Leadership. 3 Hours.

This course defines the nature of community leadership and examines the process of non-positional or grassroots leadership development from within communities and organizations. Students will study how and why ordinary people emerge as leaders and choose to remain committed to the common good despite cynicism and the shift in availability of economic resources. Prerequisite: Junior standing.

LEAD 430. Leadership and Followership. 3 Hours.

This is a senior level course on Followership and Leadership with the purpose to educate students on the importance of the dynamic relationships between leadership and followership. This course requires an intense reading and research agenda. Followership is critical to each individual's leadership development. The course is designed to correct the over-emphasis on leaders and misguided and even mistaken under-emphasis on followers - in the workplace and in the society at large. The general subject has two primary purposes: One is theoretical - to provide students of leadership and now followership with a new and different lens through which to view the leader-follower relationship. The other is practical - for in real life we are followers much more often than we are leaders. This does not mean that we are without power and/or influence. Therefore, the following questions will be addresses of how subordinates can and should relate to their superiors: Who exactly is a follower? Why do we follow? How do leaders and followers relate? What are the differences among followers? What do leaders need to know about followers? And what are the distinctions between good and bad followers? The presumption is that in order to understand leadership, we need take into account not only those who exercise power, authority, and influence; but also those on whom power, authority, and influence are being exercised. There is another presumption as well: that to instruct on good followership is as important to the common good as it is to instruct on good leadership (Kellerman, 2008).

LEAD 450. Team Leadership (EL). 3 Hours.

This course examines the design, management, and leadership of teams in organizational and community settings. The focus is on the interpersonal processes and structural characteristics that influence the effectiveness of teams. The purpose of this course is to understand the theory and processes of group and team behavior so groups can be more effective, efficient, and enjoyable.

LEAD 489. Independent Study in Leadership. 3 Hours.

This course provides individual instruction. Students may repeat the course when topics vary.

LEAD 490. Leadership at the National Level-Presidential Centers. 3 Hours.

This course is designed to provide an active learning experience for students to understand the leadership dynamics of the presidency, congress, and non-profit organizations. Dialogue and discussion will include foundation and leadership styles of former presidents and former and current government leaders. Dialogue and discussion will take place with federal elected officials and top administrators at the national level in their respective roles. Analysis of the different leadership styles in public office is required. Students will witness leadership in the presidential centers and surrounding areas.

LEAD 495. Self-development in Professional Contexts. 3 Hours.

As the summative course of the BS in Leadership program, this course leads students through the deductive learning process of applying theoretical knowledge to experiential settings. The course requires students to develop and present a research project based on an area of professional development within their field of practice. Students will conduct a research report over the selected topic within the context of a specified setting.

LEAD 497. Special Topics in Leadership. 3 Hours.

Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

LEAD 505. Higher Education in the 21st Century. 3 Hours.

The course presents an overview of the status of American higher education, specifically examining the social, political, and economic forces challenging institutions. Finance, federal and state governance, student demographics, curricular changes and academic leadership are key points of study.

LEAD 508. Student Services Administration in Higher Education. 3 Hours.

This course is designed as an introduction to the roles, functions, and skills necessary for college student personnel professionals. Students will learn the theory and practices relative to the three basic approaches to the profession: counseling, student development, and organizational leadership. A cursory history of the profession will also be included, as well as current trends and issues.

LEAD 513. Overview of Human Resource Development. 3 Hours.

This course is an introduction and overview to the discipline of Human Resource Development. The course addresses the processes of planning and implementing organizational training systems, assessing educational and developmental needs of employees, and examines the various applications of the HRD field used to enhance employee performance.

LEAD 514. Workforce Training and Development. 3 Hours.

This is an overview of training and development processes and methods used in organizations to improve individual and organizational performance. Specific topics include the role and competencies of the training specialist, methods of conducting needs assessment and task analysis, adult learning and course design principles, delivery methods, evaluating training, and other developmental activities appropriate for the contemporary for-profit and non-profit work organization.

LEAD 515. Organization Development. 3 Hours.

The field of Organization Development is one of three primary functions of the discipline of Human Resource Development, which is a focus area for the LEAD program. This course presents an overview of how planned behavioral and socio-technical interventions, at the macro and micro levels, can improve the effectiveness of an organization as a whole. The role of the HRD professional, acting as change agent or facilitator, will be emphasized. Theoretical foundations and practical change strategies used in an OD process will be studied.

LEAD 520. Professions and Practices in Adult and Higher Education. 3 Hours.

This course provides students a survey of the major dimensions of the field of adult education, an overview of its goals and purposes, constituencies, providers and agencies within the United States, and major figures that have contributed to the research and practice in the field. The course will explore the status of the profession in the United States, and the interrelationship of adult education and the contemporary higher education area.

LEAD 525. History and Philosophy of Adult Education. 3 Hours.

This course is an exploration of adult education as a field of study, research, and practice in the United States. Leaders, movements and agencies, economic, social and philosophical factors which have contributed to the growth of adult education will be discussed.

LEAD 526. Adult Learning and Development. 3 Hours.

This course focuses on adult learning theories and principles, characteristics of adults as learners, phases of the adult life and factors that influence the development of adults, particularly the cognitive and emotional. Various types of learning models are addressed, such as formal, incidental, informal and self-directed. Students also analyze learning styles, and the adult's motivation for learning.

LEAD 527. Program Planning in Adult Education. 3 Hours.

This course examines the principles and procedures in program planning for adult education forums, such as comprehensive training sessions, conferences, and symposiums. Students will be introduced to various models and theories for planning, current trends and issues, and skill areas including context analysis, budget planning, project management, ethical considerations, and program evaluation.

LEAD 528. Instr Design & Methodolgy. 3 Hours.

This course examines the principles and best practices of designing instruction for adult learners and methods to deliver content. Specific topics include lesson planning, content sequence, selection and use of methods, practices for the diverse classroom, platform skills for the teacher of adults, motivational techniques, and creating instructional materials for a variety of contexts. The course will cover traditional methods of instruction, as well as online and innovative approaches. This course is cross-listed with ITED 520.

LEAD 529. Leadership in Adult Education Programs. 3 Hours.

This course examines the principles of leadership necessary in managing the Adult Education function in a variety of work contexts. It includes theories of change and implementing change interventions. Also, the course addresses management strategies and practical problems that educational directors may face.

LEAD 530. Needs Assessment and Evaluation. 3 Hours.

This course is segmented into two parts. Part I covers the models, theories and techniques applied in assessing an organization's educational/developmental needs to promote effective planning of employee development. Part II addresses how program goals and objectives may be evaluated from the broad organizational perspective down to the individual assessment of learning and change. Prerequisite: graduate standing.

LEAD 532. Transformational Leadership and Human Relations. 3 Hours.

The course facilitates development of self, organization, and community through enactment of adult learning theory as it relates to transformational leadership values. The scope of study includes analysis of classic and current transformational leadership theory and the development and implementation of leadership and change projects: (1) self-study and (2) site study. Human relations skills are included as foundation to effective leadership and facilitating change in organizations. Areas of impact include higher education, adult education, healthcare, non-profit, faith-based organizations, local and state government, civil service, and other public and private organizations and agencies that function within dynamic settings requiring effective engagement of human and technological resources. This course is cross-listed with ITED 532. Prerequisite: graduate standing.

LEAD 588. Practicum in Adult/Higher Education (EL). 3 Hours.

This graduate capstone is a project-based course in which students design, develop and deliver a significant educational/training session to adult learners in an authentic context. This course is entirely independent in nature and highly experiential. An internship may also be arranged as a practicum, with inclusion of design/delivery of one instructional session for an adult audience. The student is expected to synthesize connections between the teaching experience and academic field of study.

LEAD 589. Independent Study in Leadership. 3 Hours.

This course provides individual instruction. Students may repeat the course when topics vary.

LEAD 590. Capstone Portfolio I. 1 Hour.

This course aids the student in developing an educational portfolio as part of the program's capstone assignments. The goals and benefits of portfolios will be addressed, as well as the overall framework and components. Specific topics include selection and annotation of artifacts, reflection on development and progress throughout the graduate program, and how the student demonstrates the program's outcomes.

LEAD 595. Research Methods in Adult Education. 3 Hours.

This course is a required component for the Masters Degree in Organizational Learning and Leadership. The purpose of the course is to introduce graduate students to the process of planning research, basic vocabulary, techniques to review the related literature, quantitative approaches to the study, concepts and methods of data collection and data analysis, and the process of writing scientific studies.

LEAD 597. Special Topics. 3 Hours.

This course is designed to teach students about interpersonal communication, application of theoretical concepts to the analysis of interpersonal interactions, become aware of individual strengths and weaknesses when functioning in interpersonal contexts, and to develop skills for more effective interpersonal relationships.