

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	LEAD 721
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Craig Carroll
2	Course Teacher	TBD
3	Course Title	Contemporary Issues in Organizational Leadership
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Graduate & Professional Studies
6	Department	School of Educational Leadership
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	6.75 hours/week
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	Examines current political and social trends impacting organizations on both a macro- and micro-level. Students will appreciate the complexity of moral dilemmas through critical analysis and application of ethical principles.

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	Online course offered according to carousel – multiple times each year
22b	How often will it be offered? Spring	Online course offered according to carousel – multiple times each year
22c	How often will it be offered? Summer	Online course offered according to carousel – multiple times each year
23	Frequency? All, odd, or even years?	Online course offered according to carousel – multiple times each year
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring I-2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes – Ed.D. in Organizational Leadership
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No
29	List any courses in which content	

	overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is required for the Ed.D. in Organizational Leadership.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course is required for the Ed.D. in Organizational Leadership.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students in the Ed.D. in Organizational Leadership program.
2	State the overarching course goal(s) in performance terms.	Learners will articulate an awareness of critical ethical and political issues affecting their organizational contexts.

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate comprehension of the foundational approaches to leadership.	Discussion question
2	Identify the key elements of the foundational approaches that apply to next contexts.	Personal leadership style
3	Describe the key characteristics of authenticity in leadership.	Discussion question
4	Evaluate the contributions and limitations of authenticity in leadership.	Discussion question
5	Develop a personal plan for integrating authenticity into one's personal leadership development.	Authentic leadership plan
6	Analyze the effect coherence and personal health have on leadership.	Discussion question
7	Develop an action plan for preparing oneself for healthy leadership in today's environment.	Leadership-coherence-development plan • Proposal • Healthy organizational leadership
8	Describe how the team model of leadership works.	Discussion question

9	Summarize the key characteristics of team excellence and effectiveness.	Team leadership plan
10	Evaluate one's personal traits in team roles.	Team leadership plan
11	Develop an action plan for improving one's team performance.	Team leadership plan
12	Identify dimensions of culture and different types of behavior associated with each.	Assessment
13	Recognize the different dimensions of culture at work within organizations.	Discussion question
14	Develop leadership actions and strategies compatible with the specific culture one encounters.	Leadership-coherence-development plan • Personal coherence in contemporary leadership environments
15	Describe the importance that diversity brings to leadership and organizations.	Discussion question
16	Identify how cultural biases may help or hinder the recognition, respect, and reconciliation of cultural differences.	Culturally competent leadership
17	Apply actions that must be taken to implement a reconciliation of cultural differences.	Culturally competent leadership
18	Examine ethical theories and moral philosophies applied to leadership.	Leadership-coherence-development plan • Recommendations
19	Understand the unique ethical demands of leadership.	Leadership-coherence-development plan • Recommendations
20	Explain the consequences associated with destructive leadership, susceptible followers, and conducive environments.	Discussion question

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Textbooks

- Chin, J. L., & Trimble, J. (2014). *Diversity and leadership*. Thousand Oaks, CA: SAGE Publications.
- Feldman, S. (2014). *Against authenticity: Why you shouldn't be yourself*. New York, NY: Lexington Books.
- Harvard Business Review. (2013). *HBR's 10 must reads on teams*. Cambridge, MA: Harvard Business Review Press.
- Northouse, P. G. (2015). *Leadership: Theory and practice*. Thousand Oaks, CA: SAGE Publications.
- Price, T. L. (2008). *Leadership ethics: An introduction*. Cambridge, UK: Cambridge University Press.

Schein, E. H. (2010). *Organizational culture and leadership*. San Francisco, CA: Jossey
Bass.
Watkins, A. (2014). *Coherence*. London, UK: Kohane Page.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name LEAD 721 Contemporary Issues in Leadership

Primary Department

Department Chair

Date

Jaime Hoff
Dean of the College

10/6/15
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: LEAD 721

Course Title: Contemporary Issues in Leadership

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Jaime Zoff 10/6/15
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

LEAD721 Contemporary

Reviewer

Berlin Fang



Developer

Graduate School

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☐ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☐ Name and title or rank
- ☐ Office location
- ☐ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☐ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

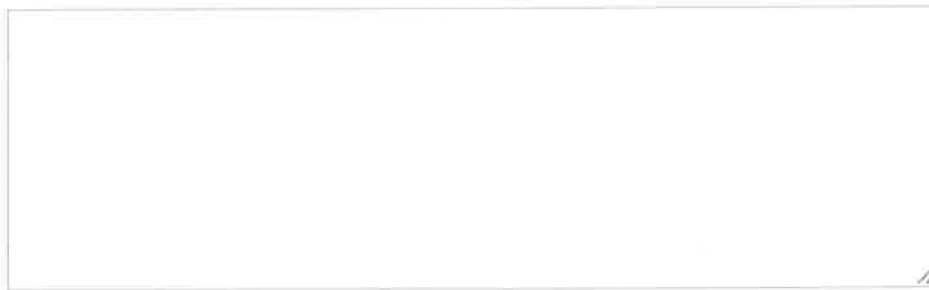
- ☒ Participation
- ☒ Attendance and tardiness
- ☒ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?



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Abilene Christian University
Start Date:

Semester/Year
LEAD 721
3 Credit Hours

Contemporary Issues in Organizational Leadership

Professor Name and Title
 E-mail:
 Office Phone:
 Cell Phone:
 Office Hours:

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the vocation of leadership in complex organizational cultures to develop effective practice. This is accomplished through equipping leaders to do the following:

- Lead with purpose based upon the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

The Ed.D. consists of a minimum of 54 credit hours consisting of 24 foundational hours in organizational leadership; 12 hours in research methods; and a 12-to 15-hour track in the student's choice of specialization: higher education, school superintendent, principalship, or conflict resolution. After their coursework is completed, students will register for a minimum of six dissertation credits. Students with a master's degree in an existing track may be given advanced standing of up to 15 credit hours to serve as their specialization track with approval from the Program Director.

Integration of Christian Faith

Leadership is a calling. For this reason, this course introduces the Christian term *vocation* as a unifying concept that both distinguishes and enlivens ACU's Ed.D. program. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover,

the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of humility, honesty, perseverance, and hospitality.

Course Description

Examines current political and social trends impacting organizations on both a macro- and micro-level. Students will appreciate the complexity of moral dilemmas through critical analysis and application of ethical principles.

Student Learning Outcomes

The faculty of the Ed.D. program have identified Student Learning Outcomes (SLOs) that will be accomplished by graduates of the program. The SLOs that are addressed by this course are listed below. The corresponding course level objectives and outcome measures are listed in the table below which indicates alignment to the SLOs.

Student Learning Outcome #1.3: Learners will reflect upon/appraise the concepts of vocation and calling in their own leadership development.

Student Learning Outcome #5.1: Learners will demonstrate intercultural competence.

Student Learning Outcome #5.2: Learners will articulate an awareness of critical ethical and political issues affecting their organizational contexts.

Student Learning Outcome #5.5: Learners will articulate theories and practices of effective leadership.

Week	Course Level Objectives	Outcome Measures	Aligned SLO(s)
1	Demonstrate comprehension of the foundational approaches to leadership.	Discussion Question	5.2; 5.5
	Identify the key elements of the foundational approaches that apply to next contexts.	Personal Leadership Style	5.2; 5.5
2	Describe the key characteristics of authenticity in leadership.	Discussion Question	5.2; 1.3
	Evaluate the contributions and limitations of authenticity in leadership.	Discussion Question	5.2; 1.3
	Develop a personal plan for integrating authenticity into one's professional leadership development.	Authentic Leadership Plan	5.2; 1.3
3	Analyze the effect coherence and personal health have on leadership.	Discussion Question	5.2; 5.5

	Develop an action plan for preparing oneself for healthy leadership in today's environment.	Leadership-Coherence Development Plan - • Proposal • Healthy Organizational Leadership	5.2; 1.3
4	Describe how the team model of leadership works.	Discussion Question	5.2; 5.5
	Summarize the key characteristics of team excellence and effectiveness.	Team Leadership Plan	5.2; 5.5
	Evaluate one's personal traits in team roles.	Team Leadership Plan	5.2; 1.3
	Develop an action plan for improving one's team performance.	Team Leadership Plan	5.2; 1.3
5	Identify dimensions of culture and different types of behavior associated with each.	Culture and Leadership Self-Assessment	5.2; 5.1
	Recognize the different dimensions of culture at work within organizations.	Discussion Question	5.2; 5.1
	Develop leadership actions and strategies compatible with the specific culture one encounters.	Leadership-Coherence Development Plan - • Personal Coherence in Contemporary Leadership Environments	5.2; 5.1
6	Describe the importance that diversity brings to leadership and organizations.	Discussion Question	5.2; 5.1
	Identify how cultural biases may help or hinder the recognition, respect, and reconciliation of cultural differences.	Culturally Competent Leadership	5.2; 5.1
	Apply actions that must be taken to implement a reconciliation of cultural differences.	Culturally Competent Leadership	5.2; 5.1
7	Examine ethical theories and moral philosophies applied to leadership.	Leadership-Coherence Development Plan - • Recommendations	5.2
	Understand the unique ethical demands of leadership.	Leadership-Coherence Development Plan - • Recommendations	5.2

	Explain the consequences associated with destructive leadership, susceptible followers, and conducive environments.	Discussion Question	5.2
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Required Texts

Chin, J. L., & Trimble, J. (2014). *Diversity and leadership*. Thousand Oaks, CA: SAGE Publications.

Feldman, S. (2014). *Against authenticity: Why you shouldn't be yourself*. New York, NY: Lexington Books.

Harvard Business Review. (2013). *HBR's 10 must reads on teams*. Cambridge, MA: Harvard Business Review Press.

Northouse, P. G. (2015). *Leadership: Theory and practice*. Thousand Oaks, CA: SAGE Publications.

Price, T. L. (2008). *Leadership ethics: An introduction*. Cambridge, UK: Cambridge University Press.

Schein, E. H. (2010). *Organizational culture and leadership*. San Francisco, CA: Jossey Bass.

Watkins, A. (2014). *Coherence*. London, UK: Kohane Page.

Course Requirements

The requirements for this course include participating in the online discussions and completing all of the assignments. General descriptions of the course requirements are below. *See the online modules for detailed assignment instructions.*

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions, and to meet the university's attendance requirement for online courses, you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Sunday each week and end on Saturday at midnight. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. You are also expected to respond to at least one of your classmates' postings for each discussion question. No late posting will be accepted for any reason.

Personal Leadership Style Assignment

Students will complete personal leadership assessments. They will then compile the results from the assessments and describe their strengths and weaknesses as they pertain to each leadership

theory. Students will analyze their results in view of future growth.

Authentic Leadership Plan

Students will complete the authentic leadership questionnaire. They will use their results and this week's readings to formulate a plan for their growth as an authentic leader.

Team Leadership Plan

Students will evaluate their personal traits as a team leader. They will develop an action plan for improving their team leadership.

Culture and Leadership Self-Assessment

Students will assess their view of their personal and professional cultures. They will evaluate how their own cultural views compare to other cultural views, as well as how their cultural views affect their leadership.

Culturally Competent Leadership

Students will evaluate a current leadership theory and revise it to make it more culturally competent. They will then describe key facets of a training module an organization could implement to become more culturally competent.

Leadership-Coherence Development Plan

The Leadership-Coherence Development Plan (LCDP) is the core project of this course and involves multiple components, as described below. The purpose of the assignment is twofold: to evaluate your personal effectiveness and readiness for leadership in diverse contemporary environments, and to apply what you have learned about personal and relational coherence, leadership, and contemporary environments to create personal improvements.

Proposal

Students will select two contemporary environments for personal evaluation. They will describe their strengths and weaknesses in terms of these contemporary environments and will set goals for strengthening their leadership in these contemporary environments.

Healthy Organizational Leadership

Students will create a plan for an organization to develop healthy leaders. Students will identify both personal and organizational coherence goals and describe the process to achieve those goals.

Personal Coherence in Contemporary Leadership Environments

Students will analyze their personal coherence in terms of the two contemporary environments. They will describe their ability to lead in these environments based on the theories and frameworks presented in this course.

Recommendations

Students will reflect on the traits, skills, behaviors, situational approaches, and path-goal components necessary for high-level competence within the most challenging contemporary environments.

Course Policies

Engaged Learning in an Online Format

This online course invites students into a community of engaged practitioner scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently (**at least 5 days per week**), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcome and competencies. Weekly readings and discussion boards will allow students to do what advanced scholar practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings in peer-reviewed journals.

Initial posts on discussion questions are due no later than 11:59 pm central on Wednesday of the week it is due. Appropriate responses are concise, focused, substantive, well-reasoned, and cite research studies that support arguments or opinions. Each student must respond to the posts of at least two other students prior to the end of the module.

If a student fails to participate in the course for seven days, meaning that s/he has not logged in and/or submitted assignments (whether graded or not), s/he will be automatically dropped from the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to his/her instructor so appropriate arrangements can be made.

Assignment Due Dates

Assignments submitted after the deadline will receive an automatic 30% penalty. Assignments that are more than one week late will receive an automatic zero. If you are having difficulty completing an assignment on time, please consult with your course instructor immediately.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 6th Edition*. Papers should be written in Times New Roman, 12-point font. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor will return the paper without grading it. You will have one day to make corrections before returning it to the professor, and 10% of your grade will be deducted.

ADA Compliance:

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call 325-674-2667 for an appointment with the Director of Disability Services.

Academic Integrity:

The University Policy for Academic Integrity and Honesty is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: [www.acu.edu/campusoffices/studentlife/judicial/ForStudents/Harassment Policy](http://www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy)

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. Earning less than a C in a graduate course necessitates that the course be taken again in order to graduate if the course is required in your degree plan. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89 points	B
70-79 points	C
69 and lower	Failed Course

Points Per Assignment

Discussion Questions	12
Personal Leadership Style	5
Authentic Leadership Plan	10

Team Leadership Plan	10
Culture and Leadership Self-Assessment	6
Culturally Competent Leadership	6
Leadership-Coherence Development Plan	
Proposal	6
Healthy Organizational Leadership	15
Personal Coherence in Contemporary Leadership Environments	15
Recommendations	15

TOTAL	100 points
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Course Outline and Schedule
(Schedule Subject to Change)

Week/Topic	Readings	Assignments Due
Week 1: Foundational Approaches to Leadership	• <i>Leadership: Theory and Practice</i>, Ch. 1–6	Personal Leadership Style
Week 2: Leadership and Authenticity	• <i>Leadership: Theory and Practice</i>, Ch. 9 • <i>Against Authenticity</i>	Authentic Leadership Plan
Week 3: Leadership, Coherence, and Organizational Health	• <i>Coherence</i>	Leadership-Coherence Development Plan - Proposal Leadership-Coherence Development Plan - Healthy Organizational Leadership

Week 4: Leading Teams	• <i>Leadership: Theory and Practice</i>, Ch. 14 • <i>HBR's 10 Must Reads: Teams</i>	Team Leadership Plan
Week 5: Leadership and Culture	• <i>Leadership: Theory and Practice</i>, Ch. 16 • <i>Organizational Culture and Leadership</i>, Ch. 1–11	Culture and Leadership Self-Assessment Leadership-Coherence Development Plan - Coherence in Contemporary Leadership Environments
Week 6: Diversity and Leadership	• <i>Leadership: Theory and Practice</i>, Ch. 15 • <i>Diversity and Leadership</i>	Culturally Competent Leadership
Week 7: Leadership and Ethics	• <i>Leadership: Theory and Practice</i>, Ch. 13 • <i>Leadership Ethics</i>	Leadership-Coherence Development Plan - Recommendations

September 15, 2015

Dr. Jaime D. Goff,
Dean, College of Graduate and Professional Studies
Abilene Christian University-Dallas
jaime.goff@acu.edu

Re: Review of LEAD721 Contemporary Issues in Organizational Leadership

Dear Dr. Goff,

Thank you for the submission of LEAD721 Contemporary Issues in Organizational Leadership. I reviewed the syllabus based on the ACU application requirements. Please see the attached checklist and make changes as needed. In particular:

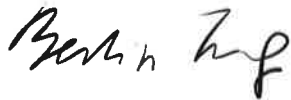
- I did not see an indication whether this course is for Ed.D students only (intended audience). Could you please make this explicit?
- I did not see faculty information listed here. It would definitely help prospective students if they know who would be teaching the course.

You can make such changes before presenting it to the council, or justify the arrangements before them. There is no need to send your syllabus back to the Adams Center for further review.

Other than this, the syllabus meets the university requirements. Please note that this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference for the council members, who may have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,



Abilene Christian University Library

M E M O R A N D U M

Date: September 14, 2015
To: Dr. Jaime Goff
CC: Dr. Bruce Scott
From: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for LEAD 721 - Contemporary Issues in Organizational Leadership

After reviewing the course application and syllabus, the library can adequately support the proposed course with additional readings as needed. Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.