



Syllabus

School of Education and Leadership
ECC 509: Preparation for Professional Growth

3 Credits
Effective: Fall 2012/2013

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

In this professional development course, candidates conduct a reflective self-assessment of themselves and their knowledge and skills, developing a Professional Growth Plan that will act as a foundation and guide throughout the rest of the MEd program.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Fullan, M., & Senge, P. (2007). *The Jossey-Bass reader on educational leadership* (2nd ed.). San Francisco: Jossey-Bass. (ISBN: 0787984000)

Henein, A. (2007). *Made in Canada leadership: Wisdom from the nation's best and brightest on practice and development*. Mississauga, ON: John Wiley & Sons. (ISBN: 0470839430)

Kouzes, J. (2007). *The leadership challenge* (4th ed.). San Francisco: Jossey-Bass. (ISBN: 0787984922)

ADDITIONAL AND SUGGESTED RESOURCES

English, Fenwick. (2009). *The art of educational leadership: Balancing performance and accountability*.

Fenwick W. English. Los Angeles: Sage Publications.

Greenleaf, R. (2003). *The servant-leader within: A transformative path*. New Jersey: Paulist Press.

Goleman, D. (1998). What makes a great leader? *Harvard Business Review*, 76(6), 93-102. (available online through the library).

Ryan, Thomas. (Ed.). (2009). *Canadian educational leadership*. Calgary, AB: Detselig.

Senge, P. (2006). *The fifth discipline. The art and practice of the learning organization* (Rev. ed.). New York: Currency Doubleday.

Sergiovanni, T. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco: Jossey-Bass.

West-Burnham, J. (2009). *Rethinking educational leadership: From improvement to transformation*. New

York: Continuum.
Wilson, D. (2011). Successful educational leadership at high performing schools. *US-China Education Review*, 8(3), 393-398.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity

COURSE OUTCOMES

In this course, learners:

- Formulating and critiquing the various qualities, attitudes, and actions of leaders or counsellors in a matrix.
- Reflect on and compose a professional self-assessment, growth plan and emerging leadership philosophy
- Investigate the professional roles of school leaders or counsellors.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Leadership or Counselling qualities, traits, and actions
- Professional Growth Planning
- Self-reflection

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Attendance, Participation and Response to Readings	30%
Professional Assessment and Growth Plan	40%
Interview a Leader or Counsellor	30%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will

be
graded.

Attendance and Participation

Candidates are expected to attend all classes and program activities, to be punctual, and to participate in a manner that is respectful of the needs of others and helps develop knowledge in a learning community in a collaborative fashion.

<i>Components</i>	<i>% of Grade</i>
Engaged attendance and preparation for each class session	30%
Required activities/readings completed	35%
Collaborative discussions	35%
TOTAL	100%

Professional Assessment and Growth Plan

In this assignment, candidates develop a leadership or counselling matrix in which they list the names of those active in leadership or counselling, their ideas about leadership or counselling, and their

professional qualities, dimensions, aptitudes, and behaviours. Candidates will work with a leadership practices inventory or school counselling benchmarks in a reflective assessment of themselves as professionals, and develop a growth plan that will act as a guide for internship work throughout the MEd program.

<i>Components</i>	<i>% of Grade</i>
Grammar, spelling, punctuation, and APA style	10%
Growth Plan	35%
Professional Assessment	25%
Matrix of leadership or counselling dimensions, qualities, and ideas	30%
TOTAL	100%

Interview a Leader or Counsellor

Candidates find a leader or counsellor they respect and interview that individual about their profession, seeking out information about their ideas, roles, actions, challenges, etc. They write up a profile of this leader, and working collaboratively in a small group, candidates develop a group presentation that highlights points of consensus and difference with regard to leadership or counselling and its dimensions, engaging the class in a discussion of these dimensions.

<i>Components</i>	<i>% of Grade</i>
Narrative and descriptions of the leader/counsellor	30%
Analysis of leadership/counselling qualities and dimensions	30%
Group collaboration and presentation	30%
Writing conventions (grammar, spelling, syntax, punctuation, and APA format)	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.