

**NOVA SOUTHEASTERN UNIVERSITY
THE FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES**

**DOCTOR OF EDUCATION
IN ORGANIZATIONAL LEADERSHIP**

Syllabus

LDR 9830

Innovative Leadership Strategies in Higher Education

Online Delivery Format

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PREFACE

LDR 9830 Innovative Leadership Strategies in Higher Education provides a “capstone” experience in the series of courses and experiences designed to prepare prospective and practicing professionals in colleges and universities to assume increased responsibilities and leadership roles within their organizations. Students successfully completing this course will be able to link current concepts, issues, and theories in the field of higher education administration into a unified body of knowledge that will enable them to meet the complex challenges in contemporary higher education leadership. This course is one of three that compose the Higher Education specialization. Students will normally take this course after completing LDR 9810 Contemporary Challenges in Higher Education Leadership and LDR 9820, Legal and Ethical Issues in Higher Education Leadership because this course builds on the content from these two courses as well as others in the overall program of study.

This course is designed to focus on the application of skills and competencies that have been developed during the student’s entire program of study. The overall purpose of the course is to develop an understanding of issues and problems in higher education and how innovative leadership strategies can be implemented to address them. Students will need to demonstrate understanding of issues and problems and apply skills and competencies to complete the course requirements.

This study guide serves as an overview of the topics to be studied in **LDR 9830 Innovative Leadership Strategies in Higher Education**. The guide presents learning outcomes anticipated as a result of active engagement in the study area. The readings and assignments are organized around three major themes: Innovative and Creative Approaches, Implications of Trends and Issues, and Leadership Initiatives and Change Strategies.

LDR 9830 Innovative Leadership Strategies in Higher Education is a practitioner-oriented, applied course in administrative leadership in institutions of higher education. The course will link leadership theories and approaches to current and evolving issues for higher education and the various functional areas at colleges and universities. In order to complete the requirements for this course, *participants must be affiliated* with a post-secondary institution. The affiliation may be full-time or part-time employment in the institution or service as a compensated or *pro bono* consultant to the institution. In addition, the student will be required to select an area of emphasis pertaining to a professional interest and functional area of leadership in higher education in applying the course content to complete the assignments including conducting an action research project.

As an active learner, your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further areas for discussion, reflection, and collaboration with your course colleagues during the course.

The course incorporates a variety of learning resources including texts, articles, web sites, and the experiences and expertise of the learners themselves. Learners are expected to contribute actively to the collaborative learning experience envisioned for this course. The instructor will serve as a facilitator, guide, and individual/group consultant in the learning process.

To the Student: We have developed this course to not only enable you to apply learning from all your previous courses but to also give you the opportunity to think about the future and apply your learning by beginning to strategize about how leadership can make a difference through the development and implementation of innovative approaches and strategies. We wish you the best in this the “capstone” course in the specialization.

Kenneth Varcoe and Gloria Wolfson, September, 2003

COURSE DESCRIPTION

LDR 9830 Innovative Leadership Strategies in Higher Education

Innovative leadership in higher education will be analyzed and explored. Understanding the innovative leadership approaches needed to create and implement programs and services that address the issues facing higher education, both now and in the future, is the primary intended outcome of the course. Topics to be explored include the identification of innovative approaches currently being implemented or that may be required; "best practices" and "innovative excellence;" the application of change theory for new approaches; and the exploration of leadership initiatives and strategies. Participants will conduct an action research project that produces or evaluates an innovative approach.

COURSE OBJECTIVES

- Identify innovative and creative approaches existing in higher education today.
- Seek examples of best practices and model approaches that may be considered “innovative excellence” and have potential benchmarking value.
- Identify the reasons that these approaches and programs may be considered innovative or creative including societal and student needs that are the impetus for change.
- Assess the strengths and weaknesses inherent in selected creative or innovative approaches.
- Explore existing issues, challenges, and problems that may be considered as the driving force for new approaches or leadership strategies.
- Identify future trends and possibilities that suggest the need for new and innovative approaches and leadership strategies.
- Consider how leadership creates the culture, relationships, and processes to implement and sustain innovations for successful change to serve learners, communities, and society.
- Develop an understanding of change theory and its applications in higher education.
- Develop a conceptual description of how the leader can develop and implement innovations for an institution by considering and applying leadership concepts and utilizing change theory based principles and strategies.
- Develop an innovative approach or evaluate some existing innovative program or service in higher education.

COURSE CONTENT OVERVIEW

The content of the course is organized into three Core Areas or modules relating to the course themes and topics that will be examined over the 14-week period of the course. The guide, therefore, is divided into three Core Areas or modules.

The first Core Area starts with defining, identifying, and exploring innovative and creative approaches existing in higher education. The second Core Area focuses on issues, challenges, and problems that may prompt innovative leadership strategies in the future. The third Core Area explores the application of leadership initiatives and change strategies needed to be able to address the challenges and issues facing higher education in the future.

In addition to the three Core Areas, the course has an action research requirement where students will develop or evaluate an innovative approach, program, or service in higher education (at their institutions). This action project will be initiated during the last half of the term and requires the application of action research methodologies.

Core Area I: Innovative and Creative Approaches

This module will focus on the identification of innovative and creative approaches in higher education today. Understanding what constitutes “innovative excellence” is the intended outcome of this area of the course. An analysis and exploration of these innovative approaches will be conducted to develop an understanding of the reasons these approaches and programs are considered innovative and creative. The analysis will include the identification of the needs prompting the approaches and how the approaches address issues in the organization. Consider the characteristics of the collegiate culture and organization climate needed to support innovation. Strengths and weaknesses of particular creative or innovative approaches will be explored. The identification of best practices and utilization of benchmarking approaches will also be instrumental in the exploration of innovative approaches.

Core Area II: Implications of Trends and Issues

The second module is centered on current and potential future issues, challenges, problems, and opportunities that may be considered as the impetus for new approaches or leadership strategies that address these concerns. The identification of trends and future possibilities that stimulate new and innovative approaches and leadership strategies will be the focus.

Core Area III: Leadership Initiatives and Change Strategies

Change theory and innovative leadership strategies will be the focus of the third module of the course. The emphasis of this module will be on creating a conceptual understanding of how the leader can develop and implement innovations through considering and applying leadership concepts and utilizing change theory based principles and strategies.

TEXTS

Because this is the third course in the higher education sequence, it is assumed that students will have other relevant texts and resources pertaining to course content including change theory, leadership strategies, challenges to higher educations, etc.

The basic texts and reference sources for the course that all students should have and utilize are as follows:

Curry, B. K. (2000). *Instituting enduring innovations: Achieving continuity of change in higher education*. San Francisco, CA: Jossey-Bass. ISBN 1-878380-20-6. [Note: original publication date for this monograph is 1992—reissued in 2000 by Jossey-Bass]

Diamond, R. M. (Ed.). (2002). *Field guide to academic leadership*. San Francisco, CA: Jossey-Bass. ISBN 0-7879-6059-4.

The two supplemental texts* are as follows:

Duderstadt, J. J. (2000). *University for the 21st century*. Ann Arbor, MI: University of Michigan Press. ISBN 0-472-11091-8.

Tierney, W. G. (Ed.). (1998). *The responsive university: Restructuring for high performance*. Baltimore, MD: Johns Hopkins University Press. ISBN 0-8018-6260-4.

*These are the texts for LDR 9810 and portions of these texts should be consulted for various assignments and as resources for selected topical areas.

Student Selected Sources: Each student should select at least two general texts with relevance to higher education and professional areas of interest to the student. These texts should have pertinent content such as issues, strategies, innovative practices, leadership, change theory, and/or future trends either for higher education in general or for a professional area within higher education. You will be expected to identify the texts you select and explain why they were selected and are relevant to the course content and assignments (post in Week 3 to the discussion section of WebCT).

Students will be expected to consult the *Chronicle of Higher Education* on a weekly basis as well as other related higher education periodical sources. The annual *Chronicle of Higher Education Almanac* should also be reviewed. [Note: Access to the *Chronicle* is available through the NSU electronic library.] Other suggested journals include: *Change: The Magazine of Higher Learning*, *Community College Journal*, *Community College Journal of Research and Practice*, *Community College Review*, *Journal of Higher Education*, *Research in Higher Education*, *Studies in Higher Education*, and the *Review of Higher Education*.

COURSE CONDUCT

LDR 9830 is conducted using WebCT, a web based course system. All instruction is Internet based, the url is: <http://webct.nova.edu> This is a web-based site; there is no need to download any software.

There are several features of WebCT that you need to understand and utilize. You will also communicate with your instructor and your course colleagues through the email system and the discussion features of WebCT. The “mail” feature enables you to send and receive private email to/from course participants and the instructor. The discussion feature is like a bulletin board where you will post assignments and we will conduct the “class” discussions. The other feature we will use is the synchronous chat capabilities. Chats will be scheduled during the term and participants may use the feature to communicate in “real time” when logged into the course. If you are not familiar with WebCT you will need to use the tutorial available to learn how to use the features.

You are expected to log in at least three times a week. While on, you are expected to review the appropriate information for the unit and the postings in the discussion area. Providing substantive reactions and responses to the postings on a weekly basis is required (normally a minimum of three to five postings a week is expected). The WebCT software enables the instructor to see when students log in and what you review and post. Because the discussion section is available to provide the means to further the analysis and interchange relating to course content and concepts, please do not post personal messages (use WebCT mail for private messages) or responses that do not further the discussions.

The first synchronous chat is scheduled during the first week of the course to look at the course expectations and respond to questions. “Office hours” will be announced and scheduled using the chat room. This will enable a synchronous interchange where students may ask questions or explore issues.

You may also use the chat rooms at any time to talk with each other. Chat sessions will be scheduled for review and interactive discussion of the Innovative Practices and Leadership Strategies assignments (during the week after they are due--see the schedule). A chat session will be scheduled to explore the expectations and potential topics for the Action Research Project (in Week 4).

Reading assignments are found in the course Weekly Outline within this Study Guide. You should strive to complete as much of the readings as soon as possible so that you will be adequately prepared for the course assignments.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. Also, since this course has a major action research requirement, you will have an immediate opportunity to do some meaningful research relating to innovative practices as an integral portion of the course. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, posting to the discussion, and online chat sessions. Make the most of this experience.

COURSE ASSIGNMENTS AND REQUIREMENTS

Learning activities for **LDR 9830** consist of instructor notes and presentations, readings, interactive learning experiences (threaded discussions and chat sessions), an in class writing assignment, two formal written assignments, and an action research project.

1. **Reading Assignments:** The text edited by Diamond has a number of excellent chapters written about higher education practice and the challenges and issues that must be addressed. Students will need to be familiar with the content of the text and use it as a resource for assignments and the discussions. Also, each student should select a minimum of two books relevant to the course that either speak to general higher education practice or a professional area of interest to the student (post the sources and the rationale for selection to the discussion section of WebCT during Week 3). Reading the *Chronicle of Higher Education* on a weekly basis is expected. Other periodicals relating to higher education and ones professional field are also recommended. Articles and web sources will also be identified and should be considered and utilized to complete the assignments. All written assignments should cite sources from the readings and other literature and a reference list must be provided for assignments.
2. **Weekly Discussion and Chats:** Each student is required to go to the course and actively participate at least several times per week. Comments and reactions are expected for the weekly discussion postings. You are required to read the *Chronicle of Higher Education* on a weekly basis. Each student will be given responsibility for identifying an article relating to innovation and change and facilitating the student discussion on this article. Each student is expected to participate meaningfully in the dialogue and interaction for these articles as well as other discussion postings throughout the entire course. Student participation in the scheduled chat sessions is expected and required. (*During the entire course, weekly, 20 points*)
3. **Innovative Practices:** Identify innovative practices and approaches in your professional field (viz., academic affairs, student affairs, administration, human resources, business affairs, development, etc.). Select three of these innovative practices and conduct an analysis of these examples including an explanation of why these are considered innovative, the issues or problems that prompted the approaches, the needs addressed, and the strengths/weaknesses. Describe why these are considered examples of “innovative excellence” and could be used as “best practices” or for benchmarking processes. Appropriate literature of higher education and your field and

professional area must be used to inform your analysis. Post to WebCT discussion. (*Week 3, 15 points*)

Discussion of Innovative Practices: You will be expected to read all postings and provide reactions to some of the other postings and continue interaction and discussion during week 4. A chat session will be scheduled during Week 4. (*By the end of Week 4, 5 points*)

4. **Leadership Strategies:** Develop a paper that (a) identifies some future innovation that you predict may be needed to address a problem or issue in the future, (b) describes the leadership initiatives needed to implement the program or service to address the projected challenge, and (c) applies change theories and concepts needed to get this approach implemented. The paper must include information based on the literature and readings relating to the trends and anticipated issues and challenges as well as, leadership and change theory concepts. Post to the WebCT discussion. (*Week 8, 15 points*)

Discussion of Leadership Strategies: You will be expected to read all and provide reactions to some of the other postings. Continue discussion and interaction. A chat session will be scheduled in Week 11. (*By the end of Week 10, 5 points*)

5. **Action research project:** Conduct an action research project by developing or evaluating something considered experimental, creative, or innovative (in or for your work setting). The principles and concepts from the relevant research methods courses (development or evaluation) need to be applied. This report should describe the study and include either a thorough description of the “product” or evaluation report concerning the program or approach. Additional descriptive information about the aspects of this assignment will be posted to WebCT.
 - The proposed topic of the action research and a brief description of how you propose to conduct the research are due by no later than Week 6. A chat session will be scheduled in Week 4 to review the expectations for this assignment. (*Week 6, 5 points*)
 - The report and an abstract should be posted to the discussion section of WebCT for review and discussion. (*Week 12, 20 points*)
 - Post reactions/discussion of various reports. (*Weeks 12 and 13, 5 points*)
6. **In Class Writing:** You will select one of several times/days when this writing will be conducted on line. The purpose of this assignment will be to demonstrate your ability to apply course concepts to a simulated condition or situation. You will be given the assignment at the time and have 30 minutes to prepare a response and return your submission to the instructor. (*Final Week, 10 points*)

OTHER EXPECTATIONS

In addition to the formal assignments, the other expectations for the course include the following:

Introduction and Personal Background: At the beginning of the course, prepare a brief introduction and post to the discussion section of WebCT. This introduction should summarize your background education and professional experience as well as information about what courses you have completed in the program. Areas of professional interest and some personal interests should be included. A picture should be uploaded (optional but encouraged).

Discussion and Chats: Involvement in an online course is required. The strategies to encourage this outcome are active participation in the discussions for the course. You are expected to post responses to

questions raised as well as react and respond to other postings including some of the assignments. Active participation is expected in each of the chat sessions scheduled by the instructor.

Selected Sources: The proposed texts you have selected with the rationale for your selection should be posted to the discussion section by the end of Week 3.

Current Information: Students will be expected to consult the *Chronicle of Higher Education* on a weekly basis as well as other related higher education periodical sources. The annual *Chronicle of Higher Education Almanac* should also be reviewed. [Note: Access to the *Chronicle* is available through the NSU electronic library.]

ASSIGNMENT PARAMETERS

The papers for Innovative Practices and Leadership Strategies should be between 12 and 16 pages (double spaced, font size 12) of text plus title page and references. All papers must refrain from using first or third person. Doctoral level writing is required for all assignments. Please consider the following additional information about assignments.

- Attention to APA specifications is essential. Use proper formats for citations and reference lists. Visit the ARO web site to download the form and style manuals. Go to <http://www.fgse.nova.edu/aro>.
- Avoid plagiarism at all costs. Sources for paraphrased material must be cited and any direct quotes need the page number included. Plagiarism is a serious offense and the grade for a plagiarized paper will be 0 for the first offense. The 2nd offense will result in being terminated from the program.
- Drafts that are not “finished” are not acceptable for doctoral level courses. It is recommended that you proofread and edit your papers as well as ask someone to proof papers for you. It is difficult to see your own mistakes when reading and re-reading something you have written. If you write something and then look at it again in several days, you may see some of these mistakes or clarity problems. Another good approach is to have someone read your paper out loud to you. Does the paper make sense? Is it coherent?
- Last, but not least, if you have style and writing problems, this detracts from the ability to see the substance. You can have the greatest ideas in the world, but if they are caught in the mire of poor writing, it is very difficult to see the content clearly due to the style and writing problems. In fact sometimes when something is written well, it is considered better even if the content is not as good. So, please, concentrate on your writing and DO NOT SUBMIT DRAFTS that need improvements and editing. Enable your spell and grammar checkers in Word. If something is underlined, it means there is a problem with it. When you submit the paper, nothing should have the underlining entered by the Word software. If you don't understand what you are seeing, then seek help with writing. There are some good online writing programs and labs.
- All assignments must be uploaded to WebCT as attachments. The attachments must be Microsoft Word documents—unless other arrangements are made with the instructor. When you prepare the attachment, the name should contain your last name, the assignment number, and the document extension (i.e., lastname.1.doc). Files not uploaded in Word will be returned and you will be asked to resubmit them.
- All assignments should be completed by the due date. If for some reason you find yourself unable to complete an assignment by the due date, please discuss this with the instructor prior to the due date. Points may be deducted for late assignments.

GRADING CRITERIA

The assignments for LDR 9830 and their corresponding points are as follows:

<u>Assignment</u>	<u>Grading Points</u>
1. Weekly Discussion and Chats	20
2. Innovative Practices Discussion and Chat	15 5
3. Leadership Strategies Discussion and Chat	15 5
4. Action Research Project Topic	5
Report	20
Discussion	5
5. In Class Writing	10
TOTAL	100

A total of 80 points will be required to pass the course with a B grade and 90 or more points will be needed to receive a grade of A. Unacceptable assignments will be returned for revision but each of the assignments needs to be at least minimally acceptable. All written assignments should include appropriate references and citations. Appropriate utilization of form and style (APA 5th edition) is expected for all written assignments. Because this is an online course, the participation via posting to the website is crucial to building a learning community. Therefore, it is essential that reactions are given weekly and participants interact and respond to each other. If this participation requirement is not met, course failure will be necessary.

A student who has not completed most of the assignments in an acceptable manner is not entitled to an I grade and will receive a grade of F. An Incomplete (I) is only granted if most of the assignments have been completed in an acceptable manner. An I is requested by the student and is granted at the discretion of the instructor. The terms for completing the work are determined by the instructor. The time extension may not exceed one term or 15 weeks. The incomplete request form at the OL website needs to be submitted by the student.

LEARNING OUTCOMES

The course content and assignments are designed to accomplish the course objectives. The learning outcomes identified below should be achieved from active engagement in the learning processes of LDR 9830. Students who successfully complete the course should achieve the following outcomes.

Core Area I – Innovative and Creative Approaches

- Cite various existing issues, challenges, and problems considered as the impetus for new approaches or leadership strategies.
- Describe various innovative and creative approaches evident in higher education today.
- Be aware of and understand the nature of innovative and creative approaches in ones own professional practice or field.

- Be able to explain why these approaches and programs are considered innovative or creative with the rationale linked to societal and student needs that are the impetus for change.
- Understand and be able to describe the strengths and weaknesses inherent in selected creative or innovative approaches.

Core Area II –Implications of Trends and Issues

- Cite potential trends, projections, future possibilities, and opportunities that suggest the need for new and innovative approaches and leadership strategies both for higher education in general and for ones professional field.
- Identify and demonstrate an understanding of the most likely and crucial future issues for ones own institution that should prompt innovative and creative solutions.

Core Area III – Leadership Initiatives and Change Strategies

- Be able to describe the initiatives that leaders must take to create the culture and support needed for innovations to succeed.
- Demonstrate an understanding of change theory and the ability to apply change agency concepts in a higher education context both at the institutional level and for a functional area.
- Demonstrate an understanding of the course concepts by developing a paper that provides a conceptual description of a potential innovation including how leadership concepts and change theory based principles and strategies should be applied to implement the new approach.

Action Research Project

- Demonstrate an understanding of the course concepts by conducting action research that develops an innovative approach or evaluates some existing innovative program or service in higher education.

Weekly Outline

Course Introduction and Organization

Review and learn how to use WebCT—try the tutorial
 Post personal introduction to Discussion area
 Review the Syllabus--become familiar with Requirements and Assignments
 Review the ARO Form and Style Guide, Review APA 5th Edition
 Participate in the scheduled Chat about the course
 Review the organization, focus, and content of the course text (Diamond (Ed.), *Field Guide to Academic Leadership*) Read “To the Reader”

Assignments or submissions:

Participate in Chat session scheduled for the first week of the course (see WebCT information)
 Post personal introduction to Discussion area

Core Area I – Innovative and Creative Approaches (Weeks 1-3)

Understanding what constitutes “innovative excellence” is the intended outcome of this area of the course.

Week 1: Innovative and Creative Approaches

Review the Instructor Notes for the Week.

Identify innovative and creative approaches in higher education today. Begin to develop responses to the following: (a) why are the approaches identified considered innovative? (b) what needs or issues prompted the innovative approaches? (c) how do the approaches address organizational issues? and (d) what are the strengths and weaknesses of these types of approaches?

Draft your definition and description of “innovative and creative approaches” based on your readings

Reading Assignments:

Identify professional sources of articles or web sources that deal with innovative practices—use the information to support discussion postings.

Read the following from Diamond: Chapters 1, 2 and 29.

Review the following from Duderstadt: Chapters: 1, 2, and 12.

Assignments or submissions:

React to the Discussion Question “Towards a definition of innovation.”

Post list of examples of innovative approaches (try to identify at least 10).

Week 2:

Review the Weekly Instructor Notes—How do we identify “innovative excellence?”

Participate in discussion relating to defining innovation and the characteristics of creative and innovative practices and approaches.

Explore the listings of examples of innovative approaches posted and provide reactions.

Identify and analyze the characteristics of the culture and organizational climate needed to support innovative approaches.

Identify and analyze the strengths and weaknesses of particular creative or innovative approaches.

Begin to prepare the Innovative Practices paper by identifying potential innovative practices for your professional area. See the information about the format and aspects of the paper.

Reading Assignments:

Read the following from Diamond: Read/review chapters in Part Three: Academics to begin to identify innovative approaches in various academics areas and the issues, problems, or needs that prompted the approaches identified for the various functional areas.

Explore the information available at the web site for the League for Innovation in the Community College at <http://www.league.org/welcome.htm> Identify potential sources relating to innovation such as the article by Gianini (1998) Moving from Innovation to Transformation in the Community College available at

<http://www.league.org/publication/abstracts/leadership/labs1098.htm> See also the article by McClenney (1998) Community Colleges Perched at the Millennium: Perspectives on Innovation, Transformation, and Tomorrow at

<http://www.league.org/publication/abstracts/leadership/labs0898.htm>

Review paper on “innovation” by M. Tierney (2000). Developing the High Performance Organization: Impediments To Change and Innovation in Colleges and Universities available at <http://www.usc.edu/dept/chepa/Papers/Tierney.doc> See other selected papers at http://www.usc.edu/dept/chepa/papers_pastpapers.htm

Assignments Due:

Continue to interact and react to discussion postings.

Post your description of the key aspects to consider in determining what constitutes “innovative excellence.” Base your proposition on your reading and discussions.

Week 3:

Review the Weekly Instructor Notes
 Participate in Discussions
 Complete the Innovative Practices paper—selected innovation examples with analysis.
 Select two books and post the sources with the rationale for selection to the Discussion area.

Reading Assignments:

Read the following from Diamond: Chapters in Part Four: Assessment and select at least one of the chapters in Part Five
 Read Chaffee, Listening to the People We Serve in the Tierney text

Assignments Due:

Continue discussion of innovation and various characteristics that define “innovative excellence.”
 Post the Innovative Practices assignment to the Discussion area
 Review postings of Innovative Practices papers and post reactions and comments.
 Post two books selected with rationale to Discussion area.

Core Area II –Implications of Trends and Issues (Weeks 4-6)

This module focuses on the identification of current and potential future issues, challenges, problems, and opportunities. Identify the trends and future projections that could become the impetus for new approaches or leadership strategies that address these concerns and potential opportunities.

Week 4:

Review the Weekly Instructor Notes
 Participate in Discussions
 Participate in Discussion of Innovative Practices papers
 Participate in the Chat session about the Innovative Practices papers

Reading Assignments:

Review Duderstadt Part 2—Signs of Change—consider issues and trends suggested in each chapter
 Read the following from Diamond: Select three chapters from Part Six
 Identify key trends and forecast relating to higher education. Go to <http://horizon.unc.edu/onramp/> and explore the links to various data bases organized by the STEEP categories ([Social](#), [Technological](#), [Economic](#), [Environmental](#), Political)
 Read the Strategic Context of Education in America: 2000-202 by Snyder, Edwards, and Folsom at http://www.davidpearcesnyder.com/new_page_2.htm

Assignments Due:

Participate in discussion and reactions to Innovative Practice postings, prepare for chat session.
 Participate in the scheduled chat session about the Action Research Project.
 Participate in the Chat session about the Innovative Practices papers.

Week 5:

Review the Weekly Instructor Notes
 Participate in Discussions

Reading Assignments:

Identify at least three articles or chapters of your selected texts that explore trends and projections for the future of higher education.

Assignments Due:

Post listing of trends that present potential challenges and/or opportunities for higher education and your professional field (at least 10 are suggested)

Week 6:

Review the Weekly Instructor Notes
Participate in Discussions
Prepare the proposed topic and rationale for the Action Research Project

Reading Assignments:

Read Diamond, Part 2 (Chapters 3-6) “Leadership”

Assignments Due:

Post proposed topic and rationale for the Action Research Project
Participate in Discussions

Core Area III – Leadership Initiatives and Change Strategies (Weeks 7-9)

This portion of the course focuses on change theory and innovative leadership strategies with an emphasis how the leader can develop and implement innovations.

Week 7:

Review the Weekly Instructor Notes
Participate in Discussions
Begin to develop the Leadership Strategies paper [see posting about this assignment]
Work on Action Research Project

Reading Assignments:

Read Curry text
Review Chapter 29 of Diamond (previously assigned at beginning of course)

Assignments Due:

Participate in Discussions

Week 8:

Review the Weekly Instructor Notes
Participate in Discussions
Work on Leadership Strategies Paper
Work on Action Research Project

Assignments Due:

Participate in Discussions

Week 9:

Work on Action Research Project

Assignments Due:

Post Leadership Strategies Paper to the Discussion area

Week 10:

Work on Action Research Project

Assignments Due:

Post reactions and participate in discussion of Leadership Strategies Paper.

Week 11:

Work on Action Research Project

Participate in scheduled Chat session of Leadership Strategies Papers

Week 12:***Assignments Due:***

Post Action Research Report and Abstract to the Discussion area

Post reactions and participate in discussion of Action Research Reports

Week 13:***Assignments Due:***

Post reactions and participate in discussion of Action Research Reports

Participate in Action Research Reports Chat Session.

Week 14:

In Class writing—Dates will be announced for the writing assignment. Students will select one of the dates/times.