

Supervisory Leadership Development  
Spring 2019  
ALEC 522  
On-line Course-3 Credit Hours

INSTRUCTOR:

Dr. Carrie Stephens, Professor

CONTACT INFORMATION:

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Office Hours: By appointment

Course Description:

Exploring techniques, models and theories of supervision. Principles and best practices for leading, administering, supervising, and managing agricultural leadership, education, extension and communication organizations. Analyzing selected case studies that apply theory to practice.

Prerequisite:

Graduate Student

Meeting Days:

Weekly

COURSE OBJECTIVES:

ALEC 522 serves as an opportunity for students:

1. to appreciate and discover many factors involved in supervising organizations;
2. to discover different perspectives on supervisory leadership;
3. to review research in the area of supervision;
4. to study, analyze, and implement supervisory leadership theories and models in a variety of organizational settings; and
5. to explore how evaluation concepts, exist and function in a variety of settings.

COURSE POLICIES: Course lectures and/or assignments will be posted by Monday of each week. All students will be required to view the lecture and/or reading material and turn in assignments by the due date. No late assignments will be accepted unless **prior** approval is given by the instructor.

COURSE TEXTS:

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). SuperVision and instructional leadership: A developmental approach (10th ed). New York: Pearson Education, Inc.

## ACADEMIC HONOR:

An essential feature of The University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor an integrity.

A thorough understanding of the Honor Statement is essential to the success of the honor system. To facilitate implementation of the statement, the following avenues will be utilized:

## IMPLEMENTATION

1. The Honor Statement, with its attendant pledge, will appear on applications for admission (undergraduate or graduate); and applicants to the University will be required to acknowledge their affirmation by signing the document in a designated location.
2. Information regarding the Honor Statement will be included in the catalogs (undergraduate and graduate), *Hilltopics: The Student Handbook*, and in a brochure specifically addressing the Honor Statement at UT.
3. The Honor Statement will be discussed during freshman, transfer, graduate student, and international student orientation programs.
4. A thorough discussion of the Honor Statement in freshmen English is encouraged.
5. Implementation methods and alternatives will be discussed during faculty orientation programs.

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.

Specific examples of plagiarism are:

- Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor's approval;

COURSE EVALUATION

<b>Assignments</b>	<b>Description</b>	<b>Due date</b>	<b>Possible Points</b>	<b>Total Points</b>
4 observations and evaluations to practice supervision (one is directive control, one is directive informational, one is collaborative, and one is nondirective)	The student will locate someone at his or her workplace or find someone outside the workplace to evaluate during a working environment. This exercise is meant for YOU to practice supervision; therefore, I would discuss this with the person who is being evaluated.	D.C.– March 3 D.I. – March 17 COL – April 7 ND – April 21	<b>200 x 4</b>	<b>800</b>
Four Case Studies	There will be four case studies provided to each student during the week each case study is due. The case studies will be related to the current topic being discussed and have a series of questions to answer.	1 – February 3 2 – February 17 3 – March 10 4 – April 26	<b>100 x 4</b>	<b>400</b>
Reflective Exercises (Various Topics)	There will be reflective exercises month that will be required. Students will post their reflections on the week that the reflection is due.	1-January 27 2-February 24 4-March 31 5-April 21	<b>100 x 4</b>	<b>400</b>

Grading Scale:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	74-70
D+	65-69
D	64-60
F	Below 60

## COURSE OUTLINE

Week 1:	January 14 - 20	Syllabus and Chapter 1
Week 2:	January 21 – 27	Chapter 2 and Chapter 3
Week 3:	January 28 – February 3	Chapter 4 and Chapter 5
Week 4:	February 4 – February 10	Chapter 6
Week 5:	February 11 – 17	Chapter 7
Week 6:	February 18 – 24	Chapter 8
Week 7:	February 25 – March 3	Chapter 9
Week 8:	March 4 – March 10	Chapter 10
Week 9:	March 11 – March 17	Chapter 11
Week 10:	March 18 – March 24	NO CLASS – SPRING BREAK
Week 11:	March 25 – March 31	Chapter 12, 13, and 14
Week 12:	April 1 – April 7	Chapter 15, 16, and 17
Week 13:	April 8 – April 14	Chapter 18, 19, and 20
Week 14:	April 15 – April 21	Chapter 21, 22, and 23
Week 15:	April 22 – 28	Wrap-Up