



Course Syllabus

COURSE NUMBER: LEAD 6007 ID	COURSE TITLE: Women in Leadership	TERM: Summer 2006
SITE: Special School District Administration Building	INSTRUCTOR CONTACT INFORMATION: Dr. Diana Bourisaw 314-221-0147 dmbourisaw@aol.com	CREDIT HOURS: 3

1. **COURSE DESCRIPTION:**

Women in Leadership is designed to help participants understand gender differences and barriers women face as they move into leadership roles. It is intended for all men and women who aspire to or are in current leadership roles.

Gender differences in leadership are both a product of nature, nurture, policies and practices that perpetuate the slow growth of women in all aspects of leadership. These current practices impact all aspects of education and business.

Women are naturally collaborative leaders. These collaborative skills are developed throughout childhood. Collaborative leadership skills are beneficial and necessary for today's work environment.

2. **LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Understand the historical and current practices of gender bias in employment	The Educational leader/graduate will demonstrate and model scholarship and lifelong learning skills.	SOE Goals 1.1, 2.3, 3.2, 3.4, 4.1, 4.2 Dispositions 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, ISSLC 1.3.1.1.1.2, 1.3.1.1.4, 1.3.1.2.4, 1.3.4.3.12, 1.3.5.3.1
Understand the differences in leadership styles between men and women	The educational leader/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.	SOE Goals 1.1, 1.2, 3.1, 4.1, 4.2, Dispositions 3.2, 3.3, 3.4, 3.5 ISSLC 1.3.1.1.4, 1.3.4.4.12, 1.3.5.3.1, 1.3.5.3.6,
Understand how the current male dominated leadership impacts all aspects of education and business	The educational leader/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.	SOE Goals 1.1, 1.2, 3.1, 3.2, 3.4, 4.1, 4.2 Dispositions 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 3.1, 3.2, 3.3 ISSLC 1.3.1.2.4, 1.3.2.3.12, 1.3.6.1.8
Develop and implement a plan to address gender bias practice in their current and future work environments	The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.	SOE Goals 1.1, 1.2, 3.1, 3.2, 3.4, 4.1, 4.2 Dispositions 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 3.1, 3.2, 3.3 ISSLC 1.3.2.2.2, 1.3.4.3.12, 1.3.5.3.8, 1.3.6.1.5

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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1-2: Intro, class expectations, individual project

- Overview
- Gender barriers to leadership
- Why women don't fit in
- Data –the frustration is real...Gender biased policies and practices
- Current Articles: divide into groups to discuss articles
- Scenarios
- Reflection

Reading and Interview Assignment

Week 3-5: Men are hired on potential – women are hired on performance

- Reading Groups Discussion
- The importance of mentoring
- Experience and the impact of age on hiring
- Large group discussion
- Solving the supply crisis.
- Interview presentation
- Reflection
- Assignment

Week 6-8: Aspiration is not the issues, opportunity is....

- Creating opportunity
- Sustaining success on the job
- Success plan presentation.
- Small Groups—Role-play
- Reflection

3. RESOURCES:

As assigned.

4. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Attendance and Participation	ALL	20
Presentation	Understand how the current male dominated leadership impacts all aspects of education and business	20
Interview	ALL	20
Success plan	Develop and implement a plan to address gender bias practice in their current and future work environments	20
Reflections	ALL	20

5. GRADING SCALE:

- 90-100 points **A**
80-89 points **B**
70-79 points **C**

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/web page address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty: No points will be received.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

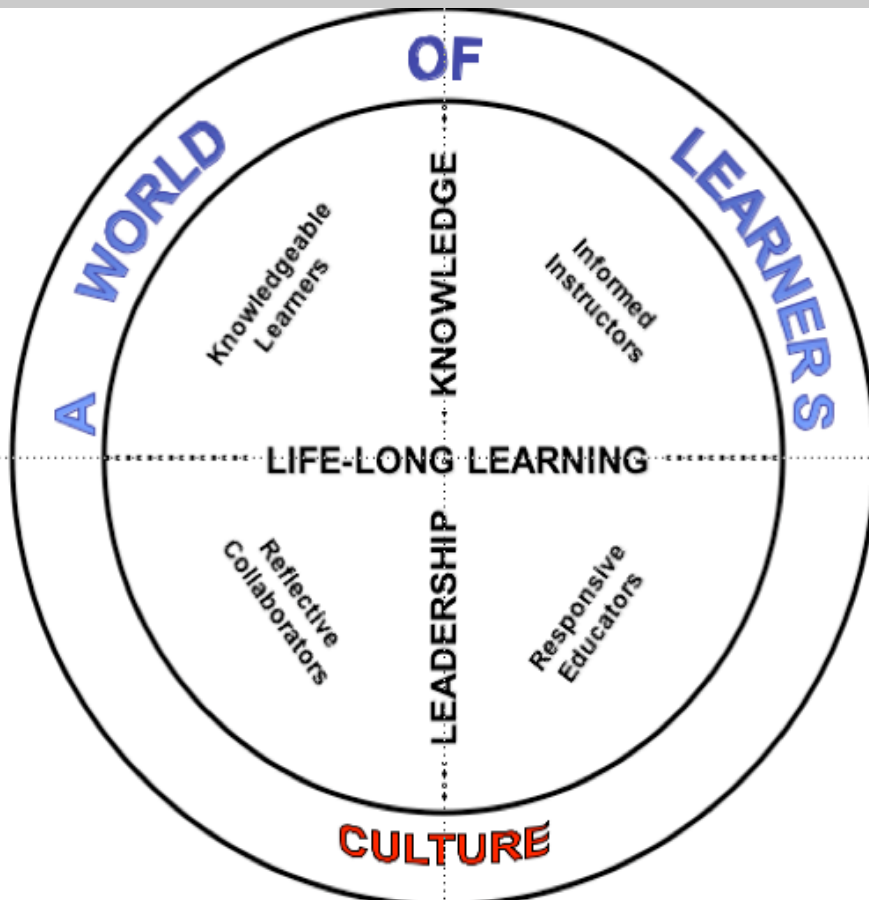
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional

Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).