

DEPARTMENT: Educational Studies, Leadership and Counseling

COURSE PREFIX: HDL **COURSE NUMBER:** 684

CREDIT HOURS: 3

I. TITLE: Contemporary Issues in Leadership Development Seminar

II. COURSE DESCRIPTION AND PREREQUISITE(S):

The purpose of this course is to investigate current trends and issues impacting leadership development. Special topics explored in this course include contemporary practices in leadership effectiveness and efficiency, trends in leadership self-care and wellness initiatives and life-work integration. Additionally, topics include an overview of how to plan, design, and facilitate effective professional development and learning experiences for a multi-generational and global workforce.

Prerequisite(s): None

III. COURSE OBJECTIVES:

The student will be able to

- A. investigate contemporary issues impacting the field of leadership development,
- B. demonstrate an understanding of trends and issues in leadership development impacting leadership at the individual, team and organizational levels,
- C. examine factors contributing to successful self-leadership practices and wellness initiatives,
- D. examine current advances in technology and learning,
- E. identify emerging training and development needs of special populations; and
- F. explore impact of innovation on leadership development practices.

IV. CONTENT OUTLINE:

- A. Current trends in training and development practices, tools and strategies
- B. Tools for leadership effectiveness and efficiency
- C. Leadership self-care and wellness initiatives
- D. Life-work integration
- E. Training and development strategies designed for a multi-generational workforce
- F. Impact of globalization on leadership development
- G. Impact of hyper-connectedness and technology on leadership development for individual leaders and organizations

V. INSTRUCTIONAL ACTIVITIES:

- A. Classroom lecture and discussions
- B. Engaged online discussion via Canvas
- C. Small group activities and discussions
- D. Problem-based research projects
- E. Reading contemporary articles
- F. Reflective journaling

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

A course packet of relevant emerging literature will guide the course.

VIII. EVALUATION AND GRADING PROCEDURES:

Evaluation and grade will be determined by assignments, tests, and projects based on text, supplementary readings in professional journals, lectures, presentations, group activities, and class discussions.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).