



# MOREHEAD STATE UNIVERSITY

College of Education  
Professional Programs in Education  
Fall, 2011  
EDIL 601 – Introduction to School Leadership Section 301

**PLEASE READ THE ENTIRE  
SYLLABUS CAREFULLY!!!**

**INSTRUCTOR: Carol Christian.**

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**CATALOG DESCRIPTION:** The focus of this course will be a study of modern administrative theories, processes, techniques and responsibilities, with an emphasis on understanding schools as complex organizations and facilitating leadership to create a work climate supportive of excellence in teaching and learning. Accent will be given to the organization and administration of the elementary school, middle grade school, and secondary school.

**COURSE OBJECTIVES:**

- A. To develop an understanding of the concept of educational leadership within the context of the instructional process;
- B. To examine and practice selected strategies that model positive relationships in the school environment; and
- C. To become familiar with the literature and research related to educational leadership.

**CONCEPTUAL FRAMEWORK FOR EDUCATOR PREPARATION PROGRAM:**

“Educators as Architects” is the conceptual framework upon which the College of Education is built. The instructional environment for this course will provide students opportunities to encounter the processes and concepts of the organization and administration of all levels of schools. Students will be provided an opportunity to grow beyond rote learning to a functional understanding of methodologies that can be used to facilitate systemic activity that will enable a focused, efficient and effective teaching and learning climate.

**METHOD OF INSTRUCTION:**

This course is designed to be reflective, with students taking responsibility for completing assignments in a timely manner and using the assignments for application of responsibilities facing today’s administrators. Most of the interaction between students and the instructor will be completed electronically. All modules are available on-line via MSU’s Blackboard link (<http://online.moreheadstate.edu/>). Unless otherwise requested, students are to submit their assignments in their small group section on Blackboard. Assignments must be completed and submitted by **5:00 p.m. on Sunday evenings** on the assigned date for full credit.

## METHOD OF EVALUATION:

The grade of "B" indicates that all requirements are met with work at an above average level for graduate students. The grade of "A" indicates that all requirements are exceeded with superior quality work. All assignments must be completed and submitted by the final day of the course term. *Note: Students must complete and submit all assignments in order to earn an "A" regardless of the number of points earned on assignments submitted.* Grades will be calculated as follows:

1. Assigned weekly work--16 (20 points each)	320 points
2. Final	100 points
3. Project	30 points
5. KPT practice	50 points
5. Attend on campus session or alternative assignment	<u>40 points</u>
*Or submit 15 page paper that captures the key principles of the course.	530 points
530-550 A	
509-529 B	
498-508 C	
Below 497 No Credit	

The class final is based almost exclusively on material that is contained in the School Law Module. There is a two-fold purpose for this. First of all, in the School Law Module students are exposed to laws and regulations to impact content in all the other modules. Secondly, the overwhelming majority of students in this class will someday take the Kentucky Principal's Exam. The final is in the same format as the KPT and assesses basically the same information. Therefore, using the same format and content helps to prepare students for the KPT. Students in the class who are in a program that does not require the KPT still benefit from reviewing the laws and regulations that today's school educators must consider in their decision-making processes.

## ACADEMIC HONESTY

As noted in MSU's Academic Honesty policy...

All students are required to abide by accepted standards of academic honesty which includes:

- Doing one's own work without extensive assistance from others
- Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- Using all information resources without plagiarism

Morehead State University's policy related to Academic Honesty and Plagiarism may be found at <http://www.moreheadstate.edu/advising/index.aspx?id=8311>.

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. **Students with plagiarism notations as a part of their record will NOT be recommended for program completion.**

**It is the student's responsibility to understand what constitutes plagiarism.** There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>  
[http://turnitin.com/research\\_site/e\\_what\\_is\\_plagiarism.html](http://turnitin.com/research_site/e_what_is_plagiarism.html)  
<http://www.dartmouth.edu/~sources/about/what.html>

**Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism.**

Questions about plagiarism and its impact on program completion should be directed to the instructor.

Students should follow APA style when citing sources.

### **SUBMITTING ASSIGNMENTS**

When submitting assignments please note the following:

- Assignments should be submitted on Blackboard no later than **NOON** on the day they're due.

**ATTENDANCE:** This is an on-line course. It is **STRONGLY** encouraged that students adhere to the timeline when submitting assignments. This has a two-fold purpose. First of all assignments cannot receive the maximum points possible unless they are submitted by the due date. Secondly, submitting assignments on time is a reflection of the student's ability to adhere to deadlines (an important characteristic for leaders) and it prevents the student from being overwhelmed, trying to complete too many assignments at the last minute.

**MAKE-UP WORK POLICY:** Modules must be completed on time to receive consideration for the maximum number of points available. If assignments are not completed by the assigned dates, students are still encouraged to complete the assignments found with each module and submit completed work for partial credit.

### **TEXT and RELATED MATERIALS:**

Cunningham, W. G. (2009). Educational leadership. Fourth Edition. Pearson.

Wallace, R. (2007). Principal to Principal: Conversations in Servant Leadership and School Transformation. Lanham, Maryland: Rowman & Littlefield Education.

Christian & Wallace (2008) Heart to Heart, Warner Printing

**ISLLC STANDARDS:** This course is designed to reflect primary alignment with the Interstate School Leaders Licensure Consortium Standards one (1), two (2), three (3), five (5) and six (6). There are elements of standard four (4) embedded in class expectations and responsibilities.

**Standard One:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The administrator has a knowledge and understanding of:

- Learning goals in a pluralistic society
- Systems theory
- Effective communication

The administrator believes in, values, and is committed to:

- The educability of all
- A school vision of high standards of learning
- Continuous school improvement
- The inclusion of all members of the school community
- A willingness to continuously examine one's own assumptions, beliefs, and practices
- Doing the work required for high levels of personal and organizational performance

**Standard Two:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The administrator has a knowledge and understanding of:

- Applied learning theories
- Applied motivational theories
- Adult learning and professional development models
- The change process for systems, organizations, and individuals
- School cultures

The administrator believes in, values, and is committed to:

- Student learning as the fundamental purpose of schooling
- The proposition that all students can learn
- Professional development as an integral part of school improvement
- The benefits that diversity brings to the school community
- A safe and supportive learning environment
- Preparing students to be contributing members of society

The administrator facilitates processes and engages in activities ensuring that:

- All individuals are treated with fairness, dignity, and respect
- A variety of sources in information is used to make decisions

**Standard Three:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization operations, and resources for a safe, efficient, and effective learning environment.

The administrator has knowledge and understanding of:

- Theories and models of organizations and the principles of organizational development
- Operational procedures at the school and district level
- Current technologies that support management functions

**Standard Five:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

The administrator has knowledge and understanding of:

- The purpose of education and the role of leadership in modern society
- Professional codes of ethics
- The philosophy and history of education

The educator believes in, values, and is committed to:

- The right of every student to a free, quality education
- Using the influence of one's office constructively and productively in the service of all students and their families
- Development of a caring school community

The administrator facilitates, processes, and engages in activities ensuring that:

- Examines personal and professional values
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- Serves as a role model

**Standard Six:** A school administrator is an educational leader who promotes the success of all students by understanding and responding to and influencing the larger political, social and economic, legal and cultural context.

The administrator has knowledge and understanding of:

- Principles of representative governance that undergird the system of American school
- The role of public education in developing and renewing democratic society and an economically productive nation
- The political, social, cultural and economic systems and process that impact schools
- Models and strategies of change and conflict resolution as applied to the larger political, social cultural and economic contexts of schooling
- Global issues and forces affecting teaching and learning
- The dynamics of policy development and advocacy under our democratic political system
- The importance of diversity and equity in a democratic society

The administrator believes in, values, and is committed to:

- Education as a key to opportunity and social mobility
- Recognizing a variety of ideas, values, and cultures
- Importance of a continuing dialogue with other decision makers affecting education
- Actively participating in the political and policy-making context in the service of education

**AMERICAN WITH DISABILITIES ACT:** In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

**CAMPUS SAFETY STATEMENT:** Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

**LIBRARY RESOURCES:** In addition to what is available in the campus library, students can access online information sources through the MSU Camden-Carroll Library Services homepage at

<http://www.morehead-st.edu/units/library>. These resources include a variety of full-text databases that provide complete article texts from thousands of journals, magazines, and newspapers. Access to all databases is permitted through: At the top of the Search page, click on "Patron" and enter your Social Security number and Last Name. If your name, address or telephone number listed there are incorrect, please call Access Services at (606) 783-5490.

**CALENDAR OF ASSIGNMENTS – Assignments are due by 5:00 p.m each Sunday** on the date indicated. Students may submit assignments before the due date. Points will be deducted for assignments not submitted by the due date.

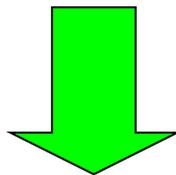
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**DAILY EVALUATION**

Points Possible

- |  |   |
|--|---|
| 1. Definition of key terms indicate student<br>1      2      3      4<br>understands terms & their correlation to effective<br>school leadership.                  | 0 |
| 2. Resources are clearly summarized<br>1      2      3      4<br>with applicability to current/future<br>professional experiences noted.                           | 0 |
| 3. Reflections on assigned material<br>3      6      9      12<br>demonstrate student's understanding of content<br>and its relationship to best school practices. | 0 |

*Note: The assignments allow for student choice and flexibility. \*See daily assignment schedule on 'discussion board'.*



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**INITIAL EACH STATEMENT INDICATING THAT YOU'VE READ THE STATEMENT AND UNDERSTAND IT. PLEASE SIGN, DATE, AND RETURN THE ENTIRE FORM TO THE ADDRESS SHOWN BELOW.**

- \_\_\_\_\_ 1) I have read the entire syllabus.
- \_\_\_\_\_ 2) I am aware of the course expectations, requirements for the course, and dates and time assignments are due.
- \_\_\_\_\_ 3) I have checked my e-mail address found in Blackboard and have either corrected it, or verified that it's correct.
- \_\_\_\_\_ 4) I am aware that I have a MSU e-mail account, that MSU periodically sends important messages via e-mail, and I agree to check my MSU e-mail account at least once per week.
- \_\_\_\_\_ 5) I understand that in order to be recommended for completion of the Masters in School Administration (and corresponding rank change) that I must pass the Kentucky Principals' Test and the School Leaders Licensure Assessment (sometimes called the ISLLC exam).
- \_\_\_\_\_ 6) Put your initials before either a, b, c below as appropriate:
  - \_\_\_\_\_ a) I was admitted to the educational leadership program prior to August 1, 2004 and therefore I am exempt from the exit portfolio requirement.
  - \_\_\_\_\_ b) I was admitted to the educational leadership program after August 1, 2004 and I am aware of the exit portfolio requirement.
  - \_\_\_\_\_ c) I have not been admitted to an educational leadership program.
- \_\_\_\_\_ 7) I understand MSU's educational leadership program's plagiarism policy, what constitutes plagiarism, and that students caught plagiarizing will not be recommended for program completion. (Please read the course syllabus and contact the course instructor for additional information.)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date Form was Signed

**Please return entire form no later than August 30, 2009 to:**

Mailing address: (Different that office number) Mail to below:  
Carol Christian  
503 Ginger Hall  
Morehead State University 40351