I. LOCATOR INFORMATION

Credit Hours: Three Hours
Class Time/Place: Tue/6:00-8:50 PM – Butler 325
Instructor: Dr. Paris Jones
Office Location: Butler Building Room 255
Office Phone: 672-1262
Office Hours: 2:00-6:00PM Tue
1:00-3:00PM Thur
E-mail: pjones@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

This seminar will be an introductory graduate course in educational leadership for prospective leaders at all levels of the school organization. Elements of effective leadership, standards- informed educational leadership, role conceptions, and personal
leadership vision will be presented. Emphasis is placed on the knowledge, skills and dispositions necessary to develop into a successful, innovative educational leader. Students will apply this knowledge to build and enhance their philosophical and theoretical frameworks as a prospective school leader. Clinical experiences in school and district settings will be required.

III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Spaulding Building, Room 167
(910) 672-2167
dhall9@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator
Barber Building, Room 242
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. TEXTBOOK

VI. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

VII. COURSE GOALS, OBJECTIVES

Upon completion of the course, the student will be able to:

A. Demonstrate an understanding of the basic principles of school leadership.
B. Identify personal strengths and weaknesses as related to becoming an effective Pk-12 school leader.
C. Demonstrate an understanding of effective leadership change agent strategies.
D. Demonstrate an understanding of approaches and models for the diagnosis and assessment for school change.
E. Demonstrate an understanding of leadership behaviors/styles and their impact on organizational effectiveness.
F. Demonstrate an understanding of concepts in decision-making, conflict, and change in organizations.
G. Demonstrate an understanding of concepts of organizational culture and their impact on organizational effectiveness.
H. Demonstrate an understanding of organizational design and structure.

VIII. NCDPI Standards for Educational Leadership STANDARDS

MASTER’S of School Administration Degree

Interstate School Leaders Licensure Consortium (ISLLC Standards
Information on the ISLLC Standards can be retrieved: 
http://www.cess.org/content/pdfs/isllcstd.pdf

Standard 1
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.

Standard 2
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.

Standard 3
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.

Standard 4
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standards for Advanced Programs in Educational Leadership

Information concerning ELLC can be retrieved at this website:
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf
Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

IX. DIVERSITY
Diversity is integrated into this course through various instructional, strategies, including: (a) chapter assignments related to the leader’s response to the increased diversity in the classroom and community, (b) assigned readings and discussions, and (c) reflections related to case studies. Through these instructional strategies, candidates should: (a) understand diversity in a broader sense; (b) understand the role that diversity plays in leadership, teaching and learning; and (d) practice culturally responsive behaviors.

Diversity will be assessed through: (a) an analysis of candidates’ behaviors as related to beliefs, values and commitments displayed throughout the course, (b) an evaluation of entries related to diversity in all assignments, (c) analysis of responses to assigned readings, and (d) an assessment of the degree to which diversity was addressed in project related activities.

X. TECHNOLOGY

Technology is integrated into the course through the use of blackboard for online web-enhanced activities, completion of various research related tasks through the use of electronic tools, and the use of power-point for all required oral presentations.

The following assessments will be used to measure knowledge and skill levels in the area of instructional technologies: (a) the use of blackboard for the completion of online assignments, and (b) the use of technology for various course assignments for oral presentations.

XI. DISPOSITIONS

Dispositions that will be addressed in this course are related to the candidates’ beliefs, values, and commitments displayed toward diversity issues throughout the course in written and oral expressions.

Assessment of dispositions will be completed through observations during class and an analysis of responses to all assignments related to candidates’ beliefs, values and commitments in working with various people.

XII. GENERAL REQUIREMENTS
The student is required to participate in all online and class discussions, complete all assignments and chapter readings prior to class/online discussions, attend class, and report to class prior to the beginning hour.

XIII. EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>93%-100%</td>
<td>A</td>
<td>242-280 points</td>
</tr>
<tr>
<td>80%-92%</td>
<td>B</td>
<td>200-241 points</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
<td>175-199 points</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
<td>174 points and below</td>
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Activities will be assigned under the areas indicated below and have the indicated point value.

- Self-Analysis/Evaluation (Required Artifact) 30 points
- School Environmental Analysis (Required Artifact) 40 points
- Online Assignments 50 points
- Contemporary Issues in Leadership Position Paper 50 points
- Presentations (Team) 30 points
- Midterm Exam 20 points
- Final Exam 40 points
- Class Participation 20 points
- Total 280 points

XIV. COURSE OUTLINE

August 18, 2015  Orientation, Discussion and Activities

August 25, 2015  Introduction; Standards Informing School Leadership; and Self Analysis (Green - Chapter 1) Inventory/Evaluation Activities (Campus Class)

September 1, 2015  Chapter Readings and Assignments
- School Environmental Analysis and Establishing A Framework for Leadership (Green-Chapter 2) (Campus Class)

September 08, 2015  Class Discussion and Activities
School Environmental Analysis and Establishing a Framework for Leadership (Green – Chapter 2)
On Line Class

September 15, 2015  
Class Discussion and Activities  
Establishing a Framework for Leadership (Green – Chapter 2 -Continues)  
Campus Class

September 22, 2015  
Class Discussion and Activities  
Chapter Readings and Online Assignments  
Contemporary Theories and Approaches to School Leadership (Green -Chapter 3)  
On Line Class

September 29, 2015  
Class Discussion and Activities  
Contemporary Theories and Approaches to School Leadership (Green -Chapter 3-continues)  
Organizational Influences on Leadership (Green - Chapter 4)  
Campus Class

October 06, 2015  
Library/ Research Day (Students use this time to begin presentation preparations)  
On Line Class

October 13  
Mid-term Examination Chapters 1-4  
(On Line Class)

October 20, 2015  
Group#1 -Class Discussion and Activities  
Enhancing Leadership Effectiveness Through Communication (Green - Chapter 5)  
Campus Class

October 27, 2015  
Group #2 -Class Discussion and Activities  
Decision Making: Quality and Acceptance (Green Chapter 6)  
Campus Class

November 03, 2015  
Group #3 - Class Discussion and Activities  
Managing Conflict in Today’s Schools (Green Chapter 7)  
Campus Class
November 10, 2015  Group #4 - Class Discussion and Activities  
Instructional Leadership and Change (Green-Chapter 8)  
Campus Class

November 17, 2015  Contemporary Issues in Leadership  
“What Great Principals Do Differently”  
Campus Class

November 24, 2015  Assignment (Exemplary Principles of Leadership)  
Discussion - On Line Class

December 01, 2015  Leadership Seminar (Practicing Administrators)-  
Campus

December 08, 2015  Final Examination - Campus

Assignments and Activities are subject to change as needed by the instructor.

XV. TEACHING STRATEGIES

The class will be 30-40% web-enhanced through the use of blackboard. The strategies used will include lecture, class discussions, group activities, individual and group projects, field observations, reflections, and case studies.

XVI. UNIVERSITY POLICIES

Division of Student Affairs  Services for Students with Disabilities  
http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm  
Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

XVII: Required Artifacts for EDAM 650
Purpose of Pre-service Artifacts

All students in the MSA program must demonstrate competency in all North Carolina School Executive Pre-Service standards as evidenced by evaluations based on the elements which comprise the standards. To provide the student experiences prior to the internship, each core MSA course has an artifact activity designed to provide the student experiences at the emerging and developing levels. Each artifact must be uploaded to TASK Stream and evaluated using a rubric specifically designed for said artifact. Each artifact is designed to simulate a task or role a practicing school executive may experience.

Artifact 1

Strategic Leadership Assignment: The assignment, Self-Analysis Inventory/ Evaluation and Development Plan, is designed to assist developing leaders in increasing their knowledge of themselves as related to personality traits that support effective leadership. This increased understanding will be useful in the development of a leadership development plan.

1. Each student will use website http://www.ecm-solutions.co.uk/testsonthenet/b2b/clients/latpro/report-bigFive/OCEAN120Big5.htm and complete the following personality instruments: (a) All About You: A five dimensional scale used to determine one’s personality along the OCEAN (Openness, Conscientiousness, Extraversion, Agreeability, and Neuroticism) Model; (b) The Balance Diagnostic: The Balance Diagnostic determines how balance you are between your work and your personal life; (c) The Charisma Quotient: This test measures how charismatic you are.; (d) The Life Colors: This test classifies your reactions to problems, people and situations.

2. Each Student will complete a summary of what he/she discovered, as a result of completing these instruments and provide a listing of areas in which growth is needed to be more effective in working with people.

3. Develop an action plan to address the areas identified for growth.

Pre-Service Standards

Standard 1: Strategic Leadership - School executives will create conditions that result in strategically re-imaging the school’s vision, mission, and goals in the 21st century.
Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it. As a result of this assignment the student will be able to:

1. Analyze various their preferred leadership style, reflect on the findings, and develop a plan of action to address areas identified for growth.

Alignment with Pre-service rubric

- Analyze various their preferred leadership style, reflect on the findings, and develop a plan of action to address areas identified for growth.

a. SEPS Standards:
   1. 1b. Leading Change: The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.
      1. Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change. AND
      2. Identifies changes necessary for the improvement of student learning.

Artifact 2

Strategic Leadership Assignment: The assignment, School Environmental Analysis, is designed to enhance the student's knowledge of dynamics of a school environment. It is important for a leader to understand the characteristics of the school environment in which he/she works. This information should be used in providing effective leadership to the school and community.

1. Describe your school by providing the following: name, location, grade levels, description of the building structure, organization chart of school district and local school site (two separate charts), number and characteristics of student population, number and characteristics of teacher population, description of overall performance of students the past two years on end of grade test, your perceived strengths and weaknesses of the school, and a description of the community served by the school.

2. Respond to the following: What is the value of understanding the environment in which one works as related to oneself and kind of
leadership needed for the success of the school and enhancement of the community?

3. Develop a strategic plan that provides strategies for addressing the identified weakness and building on the strengths.

As a result of this assignment the student will be able to:

1. Demonstrate an understanding of the school environment.
2. Demonstrate skills in completing an environment analysis.
3. Explain the utility of completing an environment analysis as related to effective leadership in the school.
4. Demonstrate an understanding of the development of a strategic plan.

Alignment with North Carolina Pre-service Rubric

- Demonstrate an understanding of the school environment.
- Demonstrate skills in completing an environment analysis.
- Explain the utility of completing an environment analysis as related to effective leadership in the school.
- Demonstration an understanding of the development of a strategic plan.

a. SEPS Standards:

II. **1b. Leading Change:** The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.
   1. Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change. AND
   2. Identifies changes necessary for the improvement of student learning.

III. **1c. School Improvement Plan:** The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.
   1. Understands statutory requirements regarding the School Improvement Plan. AND
   2. Works with others to facilitate the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives. Uses the *North*
Carolina Teacher Working Conditions Survey and other data sources to develop a framework for the School Improvement Plan.

IV. 1d. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.

1. Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school. AND
2. Works with others to plan and provide leadership development activities for staff members.

XVIII. REFERENCES
Various sources will be provided online and in the assigned course textbook.