
2. SERVICES FOR STUDENTS WITH DISABILITIES
[http://www.uncfsu.edu/studentaffairs/CFPD/](http://www.uncfsu.edu/studentaffairs/CFPD/)  Phone: 910.672.1222 / 1203

   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.

   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 to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

3. COURSE DESCRIPTION
EDLE 706: Seminar in Educational Leadership: In this course, candidates investigate forces and trends that are influencing the nature of schooling and learning in a global society. Candidates explore futurist literature and the importance of holding a compelling vision for the future as an educational leader. They explore strategies for facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the learning community.

4. TEXTBOOKS

5. SUPPLEMENTAL TEXTS

6. 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-20 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. 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.

7. LEARNING OUTCOMES COURSE GOALS, OBJECTIVES
Upon completion of the course, students will be able to:

1. Clearly articulate the importance of thriving for social justice via education;
2. Demonstrate an understanding of critical, transformative, empowering and leadership;
3. Articulate how the major systems of social stratification and power hierarchies, especially race, class, gender, sexual orientation, gender identity, religion, age, national origin and geographical location intersect to influence the experiences of students and their communities;
4. Demonstrate how power and privilege interplay with leadership;
5. Demonstrate an understanding of major political factors influencing educational and other leadership issues;
6. Utilize a variety of research and information literacy skills in leadership research;
7. Increase skills for collaboration, problem solving, and learning together both online and in face-to-face interactions;
8. Demonstrate the skills, appreciation and dispositions for becoming life-long learners, critical and skeptical thinkers, as well as engaged and compassionate leaders;
9. Contribute effectively and engage in constructive, relevant, intellectual deliberative dialogue;
10. Work as independent, disciplined, and effective learners;
11. Develop the following deliverables to illustrate their understanding, appreciation, mastery, and dispositions for critical, change-oriented, and empowering, leadership: Online weekly leadership cases and research critiques; Thematic presentation of readings; Leadership Philosophy; empirical research and literature review project; and the reflective learning paper.

DPI STANDARDS FOR EDUCATIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment(s)</th>
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<tbody>
<tr>
<td>Standard 5.0: Candidate has the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly</td>
<td>Class discussions; research paper; online critiques;</td>
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<tr>
<td>Standard 6.0: Candidate has the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social economic, legal, and cultural context and advocating for students.</td>
<td>Class discussions; on-line weekly critiques; leadership literature review</td>
</tr>
<tr>
<td>Standard 2.0: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.</td>
<td>Readings, discussions, and empirical research &amp; literature review</td>
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DIVERSITY
Effective teaching and learning in the 21st century higher education context requires a deep appreciation for diversity. The course provides opportunities for educationists to appropriately and effectively analyze and evaluate leadership theories and practices as well as implications for promoting social justice, and empowerment for diverse students and colleagues.
The course will involve critically examining the intersections of race, class, gender, sexual and gender orientation, age, mental/physical ability, national origin, geographical region and religion in public policy decisions.

TECHNOLOGY
The hybrid course is web enhanced and provides enriching opportunities for students to utilize technology in the research and learning about public policy. Technologically enhanced learning activities include, but are not limited to: research projects, online collaborations, discussion boards, blogs, and interactive & virtual learning. Blackboard, Smarthinking, and electronic portfolios will be utilized.

DISPOSITIONS
The course addresses issues of power and privilege allocation in an effort to help students develop the critical compassion that is key to successful democratic, empowering, & transformative leadership that helps bring about social justice. The students and faculty mutually respect the researched opinions and respectful personal styles of others, and treat others in the same manner that they wish to be treated. Students’ observable attitudes will reflect liberation pedagogy orientation that promotes social justice, critical reflection, and empowerment.

TEACHING STRATEGIES
The hybrid seminar is conducted as a professional, democratic, engaging, empowering, and learning-centered environment. Teaching strategies include class and small team activities, individual projects, deliberative dialogue, problem-posing & solving, critical reflection, intensive library research, information literacy projects, fieldwork, lecture, discussion, student-led presentations, case studies, Internet research, independent learning, and on-line activities, collaborations, and discussion boards.

N.B. Delivery Mode: This course is conducted in an online –with face-to-face enhancement- format; it incorporates face-to-face, online, independent, group, and team work. This multi-faceted delivery mode provides enriched and enriching teaching/learning opportunities that maximize the educational experiences of students. It is meant to accommodate the needs of the professional, graduate students, who are mature enough to budget their time to conscientiously execute all learning activities for educational benefit. The professor facilitates the well-planned learning activities and is available to help each of the students as they pursue the significant learning activities clearly spelled out on the syllabus and on Blackboard. Students interact and learn with and from each other as they share, discuss, peer-critique, and collaborate on a variety of learning enhancement activities. Therefore, each student is required to contribute to the online Blackboard activities at least once a week, on or before the designated enhanced class meeting day and time, i.e. TBA. Students are individually responsible for completing all assignments as per schedule as no reminders will be made to graduate students. Late assignments turned in within the same week will result in an automatic letter grade drop. Later assignments might not be accepted. All key correspondence and changes will be conducted in writing, via email and Blackboard, for effective communication. The section below provides details of student responsibilities.

STUDENT LEARNING OUTCOMES, AND RESPONSIBILITIES

A. Evaluation Criteria
Develop the following deliverables to illustrate understanding, appreciation, mastery, and dispositions for critical, change-oriented, and empowering, leadership:

Summary of Major Deliverables*
The final grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Weight</th>
<th>Final Due Date</th>
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<tbody>
<tr>
<td>15%</td>
<td>October 29</td>
</tr>
<tr>
<td>15%</td>
<td>September 24</td>
</tr>
<tr>
<td>50</td>
<td>November 22</td>
</tr>
<tr>
<td>20%</td>
<td>December 1</td>
</tr>
<tr>
<td>100%</td>
<td></td>
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Final Portfolio (electronic Turnitin & Email mchitiga@uncfsu.edu) December 3
Detailed assignment descriptions will be provided.

Grading Scale
90-100 A; 80-89 B; 70-79 C.
Format for Papers
Out-of-class papers must be typed or word-processed, double-spaced, in MSWord, Times New Roman regular 12 point font, in black ink, and on 1 inch margins white paper. Electronically submitted papers should follow the same basic format. Consistent and most current (6th edition) APA format is prescribed. Assignment lengths, due dates, and specific rubrics will be specified. A process writing approach is required for all major assignments. All assignments will be submitted in both electronically; thematic presentations require hard copy handouts. A final electronic portfolio, containing all work should be submitted.

All papers should be submitted to Smarthinking before being turned in. Evidence of corrections / revisions should be provided. Assignments should be submitted on time –primarily via Turnitin - according to given due dates. See NCATE standards as you develop assignments.

III. Proposed Course Outline:
**N.B. This course demands very high levels of student engagement and diligence. Always be prepared by doing the assignments before online and select face-to-face meeting enhancement classes and by bringing thoughtful notes to the deliberative dialogues.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>August 20</td>
<td>Introduction to The Course</td>
<td></td>
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<tr>
<td>September 3</td>
<td>Conceptual Frameworks Leading for Social Justice &amp; Empowerment Intersections &amp; Power Hierarchies</td>
<td>Weber, Freire, Yukl 3&amp;4</td>
</tr>
<tr>
<td>September 10</td>
<td>Effective Leadership Remember to complete online dialogue activities on Discussion Board as you go</td>
<td>Yukl 3 &amp; 8</td>
</tr>
<tr>
<td>September 17</td>
<td>Leaders, Managers and Followers</td>
<td>Yukl 5, 7 &amp; 6</td>
</tr>
<tr>
<td>September 24</td>
<td>Thematic Presentations of readings – Submit online and critique at least one peer’s Powerpoint</td>
<td>Various Students’ Selections</td>
</tr>
<tr>
<td>October 1</td>
<td>Together we can and will; Leading together for transformation</td>
<td>Yukl 4, 9 &amp;11, Weber, Freire</td>
</tr>
<tr>
<td>October 8</td>
<td>Women and Leadership Remember to complete online dialogue activities on Discussion Board as you go</td>
<td>Yukl 3, 14, Weber</td>
</tr>
<tr>
<td>October 15</td>
<td>Continued Reading of Leadership articles for Assignments</td>
<td>Leadership Vision Philosophy Prep!</td>
</tr>
<tr>
<td>October 22</td>
<td>Draft Leadership Vision and Philosophy Peer Reviews – Exchange papers with at least one peer and submit your thorough, constructive critique, as it is part of the grade points</td>
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<tr>
<td>October 29</td>
<td>Social Justice, Ethics and Diversity in Leadership</td>
<td>Yukl 10, 13, Weber; Chitiga</td>
</tr>
<tr>
<td>November 5</td>
<td>Qualitative Research in Leadership Remember to complete online dialogue activities on Discussion Board as you go</td>
<td>Journal Articles</td>
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<tr>
<td>November 12</td>
<td>Strengthening Leadership Skills Leadership Research &amp; Lit Analysis Presentations &amp; Defense (Texts + 2 books, 8 articles)</td>
<td>Yukl 12 &amp; 15, Various Student Projects</td>
</tr>
<tr>
<td>November 19</td>
<td>Strengthening Leadership Skills Leadership Research &amp; Lit Analysis Presentations &amp; Defense (Texts + 2 books, 8 articles)</td>
<td>Yukl 16, Various Student Projects</td>
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</tbody>
</table>
November 20-30
Dec 1  Leadership Philosophy Presentations
Reflection on learning and application
Various Student
Topics
December 3  Final Portfolio (Submit all assignments done
this semester in an electronic portfolio)
Students

(P.S. This proposal is subject to change where necessary - for learning enhancement. Embrace Change as positive and inevitable! Please check Blackboard and class notes for announcements.)

“Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other.”

“. . . good teaching is about humor. It's about being self-deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.” [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/topten.htm]

B. Class Participation and Communication

Attendance
Your thoughtful and well researched contributions are needed to achieve academic excellence in this hybrid, seminar class; therefore, class attendance and positive participation for each class, online, and team activity is necessary. Be cautioned that it is your responsibility to be on schedule with class progression; consequently, if you miss class, check with a classmate or me before you return for any new assignments so that you do not fall behind. Similarly, to be productive and to stay on task, you should stay on schedule with assignments and readings, as graduate students will not be reminded of weekly requirements. See link below for FSU Policy [http://www.uncfsu.edu/policy/academic_affairs/DisruptiveBehavior.Final.pdf]

Academic Integrity
Graduate students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students are responsible and obligated to be familiar with the university and other statements on academic honesty and to conduct themselves in accordance with the standards set forth in the Fayetteville State University Code of Student Conduct, found at [http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf].

N.B. Plagiarism is cheating and is taken very seriously by the university. Plagiarism is the undocumented use of another’s ideas or words. This includes not only published works, such as books, newspapers, or magazines, and papers on the Internet, but also other students papers or papers written for you by someone else. Students who plagiarize will be penalized according to university policy. Penalties may include failure of the class.

Please note that you may not reuse any (portions of or complete) work submitted elsewhere or for another class. This is a prohibited form of academic dishonesty.

You may not collaboratively complete assignments in unassigned teams with the result that you share and submit more-or-less identical work for grades. On the other hand, sanctioned group work is, of course, an honest way of working in teams to produce one solid and comprehensive product for a grade!

N.B. One of the best indicators of scholarship and intelligence is the consultation of experts in the field, evidenced via extensive reading and proper acknowledgement and citation of sources. Therefore, you short-change yourself if you hide your sources!

Communication
All official communications regarding the course will be conducted using the university email and Blackboard announcement banner. Please activate and check your email and Blackboard often, especially before scheduled class periods. See FSU Electronic Mail Policy. Any announcements and changes will be made via Blackboard.
RECOMMENDED READINGS
(Suggested Texts, Internet and/or Multi-media Resources)

Texts

“LEADERSHIP FOR SOCIAL JUSTICE”


Additional texts on educational leadership concerns


Databases available in Chestnut Library: [http://library.uncfsu.edu/edatabases.htm](http://library.uncfsu.edu/edatabases.htm)

**Credible Internet Resources**
The National Center for Academic Transformation
[http://chronicle.com/section/Home/5](http://chronicle.com/section/Home/5)

Concepts and Tools The Foundation for Critical Thinking
[www.criticalthinking.org](http://www.criticalthinking.org)  cct@criticalthinking.org  707-878-9100
[http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
[http://ed.gov/about/contacts/gen/othersites/associations.html](http://ed.gov/about/contacts/gen/othersites/associations.html)

More sources will be posted on Blackboard and as the course progresses.