School of Education
Department of Educational Leadership
“Proud to Be”
EDUC 680-01
Class Time: Online/ and Thursdays @ 6pm
Special Topics in Educational Administration

Dr. Linda Wilson-Jones
Office Location: Butler 326
Office Phone: (910) 672-1634
E-mail Address: lwilson-jones@uncfsu.edu
Office Hours: By Appointment

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.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. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

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

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. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@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:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

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.

**COURSE MATERIALS:**

**III. COURSE DESCRIPTION**

An analysis of the various leadership and organizational theories with a major focus on situational decision-making and its effects. The course explores and tests (through required field-based clinical activities) leadership skills and strategies necessary for effective school leadership. The student engages in an in-depth review of the literature relevant to effective organizational change and analysis as a foundation for the development of change strategies. Field-based clinical experiences will require students to identify issues affecting the school; leadership and organizational theory will frame discussion of the issues. In addition to observation in a variety of school settings, clinical experiences may include participation in board meetings and school advisory boards.

**IV. COURSE OBJECTIVES**

Course goals are linked with Educational Leadership program outcomes, the NCDPI, and the Educational Leadership Constituent Council’s (ELCC) standards for school leadership.

Upon completion of this course, students will be able to:

1. Demonstrate in-depth knowledge about a selected, contemporary educational Topic;
2. Conduct research on educational issues using a variety of print and electronic resources;
3. Reflect upon the pro and con elements of important educational issues; and
4. Communicate effectively via coherent and well-organized written reports.
Conceptual Framework

**Professionalism in the Service of Social Justice**

A conceptual framework that emphasizes **Professionalism in the Service of Social Justice** guides instructional, extracurricular, and professional activities in the Department of Educational Leadership and the School of Education. The Department of Educational Leadership seeks to develop persons of conscience devoted to the services of others. This course contributes to the understanding of this framework in a number of ways as it affords students the opportunity to begin their professional journey under the guidance of an on-site supervisor and their seminar instructor. This support will assist students in developing their own professional voice, applying the theory they have learned in the classroom to the practice of working within a college environment. Students will also have the opportunity to reflect upon their experiences with their peers and instructor, considering various perspectives and assisting them in their own problem-solving.

**Diversity**

The topic of diversity is a central part of this course. The course reflections are designed to educate students about the diverse institutions, students, fields, and working environments within higher education.

**Technology**

Technology will be integrated into this course in a number of ways. Students and the instructor will utilize BlackBoard to disseminate information, turn in assignments, and to extend the learning community. Students are encouraged to use PowerPoint for their presentations. Students are also encouraged to explore the topic of technology at their internship site and how professional staff at that institution use technology to accomplish their work.

**Disposition Assessments**

As the Department of Educational Leadership works to better prepare students for work in various areas of education, the instructor will assess and provide feedback to students about three areas: professionalism, fairness, and the belief that all students can learn. The expected behaviors and rubric designed to assess these behaviors will be discussed during the first day of class and will be posted on TaskStream.

**Requirements and Expectations**

**Preparation**

This online course is designed encourage group discussion and student engagement with each topic. Appropriate preparation such as completing readings as well as thoughtfully reflecting on the topics is critical not only for each individual’s intellectual development, but the group’s collective development as well. Reading is coupled with question prompts for discussion as well as a recommendation regarding how you might engage with the topic further with your supervisor.
Class Participation
Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that how a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations, and insights on a topic, and generally increase the complexity and richness of the higher education experience.

Assignments
Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. On-time submission of all assignments and seminar participation is expected. Assignments are expected to be turned in on time so please plan accordingly. One (1) point will be deducted for each day that an assignment is past due and five (5) points will be deducted for each unexcused class absence. The instructor is not responsible for tracking down assignments. You will receive a confirmation of receipt of your assignment from Blackboard. If you do not receive this confirmation, you should assume it was not received and forward the original email and assignment to the instructor.

Course Assignments
1. Each week the class will engage in discussions based on current education leadership trends and practices. The discussions are on BlackBoard and each student should respond to at least two other students’ post for full credit. (10 discussions @ 10 pts.= 100 total points)

Final Exam Assignment (100 points) Final Exam Presentation (50 points)
1. Choose an education-related topic that is of interest to you. There is a list of sample topics below. If you choose one of them, you need no further approval for the topic. Should you select a different topic, e-mail your choice for approval.

2. Find 20 articles and two books that relate to the topic and then e-mail the list for approval. The instructor may edit the list or suggest other sources. You may use online resources, your own professional journals, ones that you might find in a library or in FSU’s E-campus library. Featured newspaper articles will work as well. Traditional sources would include ASCD, PDK, AASA, ASBO, NASB, NEA, and principal association journals.

3. Once the instructor has approved the list, read the articles and books, and then submit, via e-mail attachments, written reviews for 16 of the articles and both books. Identify the article or book title, source, author, and date of publication.
Describe the material, your opinion of it, and whether you would recommend the reading to other educators (why or why not?). The written reviews should be 2-3 pages for articles and 4-5 pages for books, 12-point font, APA format, and double-spaced. All written reviews are due April 1, 2015. Each student will give a 15 minutes presentation on the research found on the specific topic.

**Sample Topics**

Principal-School Board Relationships  
School Safety  
Education Technology  
Education Finance  
Bullying in School  
NCLB  
Standards and Assessment Movement  
High-Stakes Testing  
Distance Learning  
Phonics vs. Whole Language  
Block Scheduling  
Site-Based Management  
School Improvement Models  
School Wellness Programs; Childhood Obesity  
Educating Bilingual Students (ESL, ELL, etc.)  
Alternatives to “Regular” Public Education  
Voucher Movement  
School Board Training/In-Service Staff Development; New Teacher Orientation; Mentoring

**Evaluation and Grading:**

The distribution of points:

- Discussion Forums (9 @ 10 pts.)  
- Special Topic Research Paper  
- Final Exam Presentation  
- Ethical Statement (optional) 10 pts.  
- Total

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<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Forums (9 @ 10 pts.)</td>
<td>90</td>
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<tr>
<td>Special Topic Research Paper</td>
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<td>Final Exam Presentation</td>
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<td>Ethical Statement (optional) 10 pts.</td>
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<tr>
<td>January 15</td>
<td>Review of Syllabus and Course Requirements</td>
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<td>January 22</td>
<td>What are some Tips to Reduce Stress for Principals?</td>
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<td>January 29</td>
<td>How do principals exhibit or fail to exhibit leadership?</td>
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<td>February 5</td>
<td>How do you prepare for teacher evaluations and observations?</td>
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<td>February 19</td>
<td>How should principals address marginal teachers and plans for improvement?</td>
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<td>February 26</td>
<td>Facts about Principals Every Teacher Should Know?</td>
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<td>March 5-14</td>
<td>Spring Break</td>
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<tr>
<td>March 19</td>
<td>Cell Phones in School: Embrace Them or Ban Them?</td>
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<td>March 26</td>
<td>No forum: Devoted to working on Final Exam Project!!!!</td>
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<td>April 1</td>
<td>Beginning the School Year for Principals</td>
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<td>April 9</td>
<td>A Policy to Prevent Fighting in School</td>
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<td>April 16</td>
<td>A Policy on Professionalism in Schools</td>
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