“The conception of education as a social process and function has no definite meaning until we define the kind of society we have in mind.”


Contact Info Note:
Since this is an online class, I won’t get “to see” you. Please make sure that you contact me ANY time via email if you have questions or need information. Any graduate course requires constant communication and exchange of ideas.

1- Course Nature: completely online via D2L

2- Course Prerequisites: Admission into the Principal Preparation Program

3- Course Description:

This course embraces the premise that the practice of public school leadership in a liberal democracy is a cultural rather than a technical activity. As such, public school leadership should be situated in culture and justified against one version or another of the democratic principle. In this course, students will be able to read, interpret, critique, write, and practice public school leadership that is located at the intersection of five overlapping spheres. The first is philosophical, concerned with philosophy and different theories of democracy and education. The second is cultural and is concerned with the institutional, socio-cultural, economic, legal, political, and historical dimensions of public education. The third is academic and its purpose is to expose students to the leadership
literature and its many voices. The fourth sphere is professional and is concerned with the student’s experiential school life and how this life shapes the student’s philosophy of leadership. The last sphere is personal and it is about the student’s autobiographical voice as it shapes her corresponding leadership framework. It is at the intersection of these five overlapping spheres that students in this course will be able to negotiate and shape their understanding of public school leadership and its democratic and cultural dimensions.

This is a fully online 3 credit course that spans about 50 instructional days. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. In addition to extensive readings, students are required to participate in multiple discussion forums and complete multiple assignments. All these cumulate in a capstone paper that requires extensive synthesis and writing. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

4- Course’s Vision, Mission, and Core Values:

This course is aligned with the Perkins College of education’s Vision, Mission, and Core Values. More specifically, this course aims to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. In addition, the course the aligned to the Department of Secondary Education & Educational Leadership’s vision, one that seeks to prepare teachers as school leaders committed to youth, scholarship and lifelong learning through a scholar-practitioner learning community characterized by a learner-centered curriculum, field experience, mentoring, and practical inquiry.

5- Program Learning Outcomes:

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.

6- PLOs’ aligned Course Instructional Objectives:
A student will be able to:

1. Demonstrate basic knowledge of classical and contemporary leadership theory (PLO 1, 2, 3, 5, 6)
2. Critically locate leadership problems and their solutions in wider philosophical, cultural, professional, and autobiographical contexts (PLO 1, 2, 3, 5, 6)
3. Articulate a leadership framework that is justified on philosophical, disciplinarian, and cultural grounds and that speaks to her professional and autobiographical reality (PLO 1, 2, 3, 5, 6)
4. Conduct reflective observations in a real school setting (PLO 1, 2, 3, 5, 6)
5. Become aware of her own leadership style and the nature of her school culture (PLO 1, 2, 3, 5, 6)
6. Reflect on her own leadership style (PLO 1, 2, 3, 5, 6)
7. Propose solutions to common school leadership problems (PLO 1, 2, 3, 5, 6)
8. Reflect on dominant contemporary professional constructions of school leadership (PLO 1, 2, 3, 5, 6)

7. Alignment to Texas and Professional Standards:

This course is aligned to the newer TEA administrator certification standards. More specifically, this course is aligned to the following standards: S3.A.i.I-VIII and S3.A.ii, S4.A.i.I-V and S4.A.ii.

This course is aligned to the older TEA administrator certification standards. More specifically, this course is aligned to the following standards: Sa.1-13, Se.3-9, and Sg. 1-10.

This course is aligned to the National Policy Board for Educational Administration’s Professional Standards for Educational Leaders. More specifically, this course is aligned to the following standards: S1.a-g, S2.a-f, S3.a-h, S5.a-f, and S8.a-j.

This course is aligned to the Council for the Accreditation of Educator Preparation’s Standards for Advanced Programs. More specifically, this course is aligned to the following standard: A.1.

This course is aligned to the Texas Principal Evaluation System Standards. More specifically, this course is aligned to the following indicators: 1D, 2A, 2C, 3A, 3C, 3D, 4A, 4B, 4C, 4D, and 5D.

8- Readings:

Required Texts:

Readings available via D2L: by order of appearance on D2L


Open access to *The Journal of cases in educational leadership*.

Open access to *Resource VI (Culture)*.


Bolman & Deal (PowerPoint)


Hoy & Miskel (PowerPoint)


Vogel, L. R. (March 2012). Leading with hearts and minds: Ethical orientations of educational leadership doctoral students. Values and Ethics in Educational Administration, 10(1), 1-12.


9. Course Timeline

<table>
<thead>
<tr>
<th>Start date</th>
<th>End date</th>
<th>Start reading by</th>
<th>Read</th>
<th>Assignment(s) due with grade %</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 30</td>
<td>May 31</td>
<td>May 30</td>
<td>Unit A Unit 0</td>
<td>Student data form (3%) Philosophy Forum (6%)</td>
<td>May 31</td>
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<tr>
<td>June 1</td>
<td>June 2</td>
<td>June 1</td>
<td>Unit 1 Unit 2</td>
<td>History Forum (6%) Leadership and Climate Surveys (5%)</td>
<td>June 2</td>
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<td>June 3</td>
<td>June 5</td>
<td>June 3</td>
<td>Unit 3</td>
<td>Democratic Theory (5%)</td>
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<tr>
<td>June 6</td>
<td>June 8</td>
<td>June 6</td>
<td>Unit 3</td>
<td>Monday morning leadership (5%)</td>
<td>June 8</td>
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<tr>
<td>June 9</td>
<td>June 11</td>
<td>June 9</td>
<td>Unit 4</td>
<td>Case study I (10%)</td>
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<tr>
<td>June 12</td>
<td>June 14</td>
<td>June 12</td>
<td>Unit 5 Unit 6</td>
<td>Case study II (10%)</td>
<td>June 14</td>
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<tr>
<td>June 15</td>
<td>June 17</td>
<td>June 15</td>
<td>Unit 7 Unit 8</td>
<td>Professional Standards for Educational Leaders (10%)</td>
<td>June 17</td>
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<td>June 18</td>
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<td>June 18</td>
<td>Unit 9 Unit 10</td>
<td>Case study III (10%)</td>
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<tr>
<td>June 22</td>
<td>June 24</td>
<td>June 22</td>
<td>Unit 11 Unit 12</td>
<td>Case study IV (10%)</td>
<td>June 24</td>
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<tr>
<td>June 25</td>
<td>June 27</td>
<td>June 25</td>
<td>Unit 13 Unit 14</td>
<td>Leadership Style-Field Observation (10%)</td>
<td>June 27</td>
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<tr>
<td>June 28</td>
<td>June 30</td>
<td>June 28</td>
<td>Unit 15</td>
<td>Leadership Framework (10%)</td>
<td>June 30</td>
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</table>

10. Grade scale

A = 90-100  B = 80-89  C = 70-79  D = 60-69  F (below 60%)

11. Course Policies:

**Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6):** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary
aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Academic expectations:** this is a synthetic and integrated graduate course that requires an investment on your behalf of time and effort. To stay in control, please be as organized as you could. Planning your time properly cannot be more important for any course you take, and especially so for online courses. You are expected to submit assignments of good quality and respond promptly to communications by course instructor and other colleagues.

**Intellectual expectations:** in this course, you are expected to demonstrate some essential intellectual characteristics including but not limited to those of inquiry, critique, openness, reflexivity, and rigor.

**Personal expectations:** in this course, you are expected to treat everybody with respect and good manners. Your communications should meet professional standards expected from a graduate student and an aspiring pre-service educational leader. “Netiquette” is always a good idea!

**Work quality:** as a graduate student, you are expected to put your best in completing the course work. Assignments should be completed with care, meet all assignment criteria, and show authenticity, inventiveness, and depth. Your writing is expected to be coherent, creative, and does not include spelling, syntax, or grammar mistakes (please let me know should you require any help with your writing so that we find ways to do this). You are expected to use APA style for formatting, citation, and referencing at all times. I try my best to give assignment feedback within a week after your submission.

**Participation and engagement:** in this course, you are expected to engage with course materials, your colleagues, and your instructor in authentic ways that will contribute to your growth and other students in the class. As a rule of thumb, a 3 credit online graduate course may require something between 6 and 9 hours of work every week.

**Late and missing work:**
1) All major assignments must be completed in order to receive an A in the course.
2) Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 70.

**Hints for success:** be organized and manage your time properly. Be proactive. Communicate if you need to. Always reflect on this experience against your intellectual, professional, and personal reality and aspirations.

**Instructor support:** I am here to help you WHENEVER you need help, and it does NOT matter how many times you will need it! Please communicate with me as frequent as
you need to. This is my job here! It will be my pleasure to answer an email of yours, communicate with you via Skype, or meet you in person if you need to.

**Academic Honesty (Student Academic Dishonesty, Policy 4.1):** Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam
- falsifying or inventing of any information, including citations, on an assignment; and/or
- helping or attempting to help another in an act of cheating or plagiarism

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades (Policy 5.5):** Upon the request from student to the instructor of record and, at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Military Service Activation (6.14)). If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Course Evaluation:** Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

**Student Code of Conduct (Policy 10.4):** Disorderly conduct including but not limited to:
(a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf

**TEA Educators’ Code of Ethics:** Please refer to the following link.

**Mental Health:** SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
(1) SFASU Counseling Services  
www.sfasu.edu/counseling  
Tucker Building (Southeast corner of Raguet and East College streets)  
936-468-2401  
(2) SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041  
Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741  
A complete list of mental health resources for students can be found at:  
https://www.sfasu.edu/info-for/current-students/mental-health-resources  
More information about student wellness and support options can be found on the Health and Wellness Hub (https://www.sfasu.edu/thehub) and the Lumberjacks Wellness Network (https://www.sfasu.edu/lwn).
Disclaimer: The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or by email of any such revisions, alterations and/or amendments.