“In 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- 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.

5- 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)

6. Alignment to Texas and Professional Standards:

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.

This course is aligned to the following Principal Standards as related to Test #268: 4.6, 6.(2, 4, 6, 8, and 10).

7- 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).*

Ontology, epistemology, and ethics, all adapted from Quantz, R. A. (2013, January 14). *Essential Essay #2a: An Introduction to Philosophy for Educators.* Unpublished manuscript, Miami University, Oxford, OH.


and leadership. San Francisco: Jossey-Bass)

Bolman & Deal (PowerPoint)


Hoy & Miskel (PowerPoint)


Business Press.


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.


8. 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>January 18</td>
<td>January 21</td>
<td>January 18</td>
<td>Unit A Unit 0</td>
<td>Student data form (3%) Philosophy Forum (6%)</td>
<td>January 21</td>
</tr>
<tr>
<td>January 22</td>
<td>January 25</td>
<td>January 22</td>
<td>Unit 1 Unit 2</td>
<td>History Forum (6%) Leadership and Climate Surveys (5%)</td>
<td>January 25</td>
</tr>
<tr>
<td>January 26</td>
<td>January 30</td>
<td>January 26</td>
<td>Unit 3</td>
<td>Democratic Theory (5%)</td>
<td>January 30</td>
</tr>
<tr>
<td>January 31</td>
<td>February 3</td>
<td>January 31</td>
<td>Unit 3</td>
<td>Monday morning leadership (5%)</td>
<td>February 3</td>
</tr>
<tr>
<td>February 4</td>
<td>February 8</td>
<td>February 4</td>
<td>Unit 4</td>
<td>Case study I (10%)</td>
<td>February 8</td>
</tr>
<tr>
<td>February 9</td>
<td>February 13</td>
<td>February 9</td>
<td>Unit 5 Unit 6</td>
<td>Case study II (10%)</td>
<td>February 13</td>
</tr>
<tr>
<td>February 14</td>
<td>February 17</td>
<td>February 14</td>
<td>Unit 7 Unit 8</td>
<td>Professional Standards for Educational Leaders (10%)</td>
<td>February 17</td>
</tr>
<tr>
<td>February 18</td>
<td>February 22</td>
<td>February 18</td>
<td>Unit 9 Unit 10</td>
<td>Case study III (10%)</td>
<td>February 22</td>
</tr>
<tr>
<td>February 23</td>
<td>February 27</td>
<td>February 23</td>
<td>Unit 11 Unit 12</td>
<td>Case study IV (10%)</td>
<td>February 27</td>
</tr>
<tr>
<td>February 28</td>
<td>March 2</td>
<td>February 28</td>
<td>Unit 13 Unit 14</td>
<td>Leadership Style-Field Observation (10%)</td>
<td>March 2</td>
</tr>
<tr>
<td>March 3</td>
<td>March 6</td>
<td>March 3</td>
<td>Unit 15</td>
<td>Leadership Framework (10%)</td>
<td>March 6</td>
</tr>
</tbody>
</table>

9. Grade scale

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

11. Course Policies:

_Institutional Absences (HOP 04-110)_

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional
purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

  Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer
code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

• Students with Disabilities
  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 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

• Student Wellness and Well-Being
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

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**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.

**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.

**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:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.

  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
❖ Food Pantry
❖ Wellness Coaching
❖ Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

▪ Crisis Resources:
❖ Burke 24-hour crisis line 1(800) 392-8343
❖ National Suicide Crisis Prevention: 9-8-8
❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
❖ Crisis Text Line: Text HELLO to 741-741

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.