**School of Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC 5390</td>
</tr>
<tr>
<td>Title</td>
<td>Educational Leadership</td>
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<tr>
<td>Section</td>
<td>KL2J (2408)</td>
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<tr>
<td>Name</td>
<td>Dr. Nicole McZeal Walters</td>
</tr>
<tr>
<td>Telephone</td>
<td>O; 713.942.5963 (C); 281.433-4177 (O/SEHS); 713.525.3544</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:waltern@stthom.edu">waltern@stthom.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>M (4-6); T (1-3), W(4-5),Th(1-3 pm) F (Please call)</td>
</tr>
</tbody>
</table>

**Prerequisites**

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<tr>
<td><strong>Course Description</strong></td>
<td>This course provides an overview of the administrative role in educational settings, examines organizational theories and concepts, and develops skills in conceptual areas of school administration with particular emphasis on managing limited resources.</td>
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</tbody>
</table>

**Blackboard**

Student internet access is essential since the features of Blackboard will be used extensively throughout the course. The course requires reading, study and the completion of weekly online assignments. Please check **Announcements** weekly as they will be posted by **each Thursday no later than 2 pm**.

**UST Blackboard Help**

www.stthom.edu/bbhelp

**Students Helping Students**

In the Discussion Board (DB) thread, please post questions or comments if you need support or would like to dialogue.

Dr. Nicole McZeal Walters Spring 2018

KL2J
Leadership and Ethical Dispositions:

As this course is an overview of administrative leadership, there is an integrated component of Ethical Dispositions and Competencies* that will support successful understanding and integration of principles to support special/marginalized populations. As emerging leaders, the expectation is for you to be wholly able to demonstrate: Coaching/Modeling Leadership; Developing the Potential of Others; Knowledge and Skill in Collaborative Problem-Solving; Skill in Critical Conversations with Educators and Student’s Family Members From Diverse Cultural and Socio-economic Backgrounds. In addition, communication as it relates to supporting marginalized populations will be extremely important with skills developed in order to successfully demonstrate understanding.

Course Objectives/Learner Outcomes

Domain Emphasis: III Administrative Leadership

- **Competency 008** – The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- **Competency 009** – The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Social Justice Tenets Guiding this Course

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

*Ethical Competencies:

This course will also explore the moral and ethical dimensions of the work of educational leaders to assist them to resolve ethical dilemmas in a reflective, intelligent, and principled ways. Further, the course will focus on the following activities that will raise the student’s appreciation of ethical leadership:

- Develop skills to consider and analyze scenarios and real-life situations from an ethical point of
January 18-March 7, 2018  
Tuesday, 5:00-8:00 pm  
Room CR97, St. Pius HS

- Apply ethical principles of school leadership in professional decision-making in the local community;
- Compare and contrast one’s own code of ethics with that of a professional code of ethics;
- Design and present authentic dilemmas providing theoretical background, appropriate questions, solutions, and reflection.

**Methods of Instruction:**

The methods of instruction include a conglomeration of methods. Lecture will be engaging and indicative of scholarly, advanced graduate studies. This is a HYBRID course—some classes will be face to face, some will be at home (Distance/Hybrid). You will be responsible for keeping up with the syllabus and assignment schedule. Your professor believes that graduate students should be involved in classroom instruction and see the classroom as a medium of interactions between and among students. Your professor, school district, and fellow classmates bring to the class questions, experiences and concerns about the various components of supervision. These areas are discussed in class and also included are guest speakers, case studies, and practical experiences within your profession, small group discussions, and examinations. Chapter content, class discussion and broad reading will serve as a basis for providing information for examinations.

During some class sessions, students will be asked to conduct thoughtful discussion and/or written analysis of assigned material and/or issues with their peers. At other times, students will be assigned application exercises, either in their school setting or in class sessions. Such activities provide opportunities to practice leading others (as you would lead a faculty or within other applicable areas), in discussions and activities that could be valuable to teaching and student learning. Consider carefully how to focus on significant elements, maintain the interest of the group, and to promote learning.

Students are required to take notes for future references and review for examinations in class and ExCET preparation. Students should maintain notes and classroom material for future reference when as teachers and administrators the situation may indicate a need for such information. Much of the information of the graduate program has a staff development dimension in that it prepares the teacher for the current and future employment opportunities.

Finally, you are allowed (1) revision of (1) short paper (within 1 week of receiving your grade) to increase your grade!

**Major Assignments**
Quality Enhancement Statement/Motto: “Think Well, Write Well!”

All assignments submitted in Blackboard unless otherwise noted.

Dr. Walters reserves the right to make adjustments to the syllabus in order to support successful acquisition of course content.

- A Final Examination will be taken online.
- A Research Paper related to leadership and management (Chapters 1-10) will be done during the course. (Six to eight pages, not including title and reference—may include tables or charts). APA format please! Submit in LM12.
- Students will participate in Three (3) Online Discussion Board sessions. The topics for these small group discussions are found in the Discussion Board section, and should be at least a paragraph (four to seven sentences). Please respond to at least one (1) peer.
- Four (4) short papers (2 pages, not including cover and reference page) are required as part of the course as follows:
  - (1). Organizational Structure and Leadership Virtues (LM 3)
  - (2) Self-reflection of one’s emotional intelligence and leadership (LM7)
  - (3). An analysis of at least two different decision-making strategies a principal might use according to the situation. (LM9)

*See Acceptable Format Paper example in LM (scroll to the bottom)!

- One visit to a school board meeting is required, along with a two to three page report about the meeting. My suggestion: go early, complete the paper ASAP! Information in LM3. (LM10)
- Group Case Study: A group case study where you will present information and share implications with class peers. Assigned groups will be divided to support collaboration; you will receive a topic in class to discuss and present. A criterion sheet will be provided. Timeframe: 12 minutes (max) for each presentation.
- Participation* and Electronic portfolio: Students will be expected to do the readings, review the text, lecture prezis and other related materials as indicated in the syllabus. In addition, students are expected to participate and fully engage during lectures and class collaborative work.
- Please go to www.weebly.com to create your electronic portfolio. Complete instructions in Learning Module (LM 1).

*Please ensure you respond to emails within a timely fashion and confirm receipt of correspondence when asked. I will do my best to respond within 24–48 hours, unless I am traveling, and I will communicate with you prior if this is the case. In addition, please check your Announcements (posted in Blackboard no later than Monday) weekly. I will periodically check in with you to ensure mastery of content is evident.
****The research paper, discussion board topics, short reports and school board meeting visit and report are more fully described and directions are given in the LMs.

Criteria for Grading Written Work

- Addresses the topic with accuracy and insight
- Follows directions
- Presents material in a clear and logical manner
- Makes pertinent references to text and other readings
- Gives evidence of ability to synthesize information from various sources to support the topic
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time. Late work usually results in grade reduction unless prior approval for extension.

APA writing guidelines must be followed for all written papers. Scroll to the bottom of LMs to view the Acceptable Format Paper Example. Some examples of APA guidelines are below:

- Times New Roman
- Font 12
- Margins - 1" top, bottom, left and right
- Double-space the entire paper, including between paragraphs. In a PC, go to Page Layout and make sure the "points" are set to "0". Highlight the entire document first. In a Mac, go to Format and then go to Paragraph. Make sure the "points" are set to "0". Highlight the entire document first.
- Indent new paragraphs five spaces or tab.
- Do not use abbreviations.
- When using acronyms, write out the words, and then place the acronym in parenthesis next to the word separated by a space. For example, State of Texas Assessments of Academic Readiness (STAAR) or The Admission, Review and Dismissal (ARD) process.
- Do not start a sentence with an acronym.
- Usually, numbers 1-9 are written (one, two, first, second, etc.) and numbers 10 and higher are numerals (10, 11, 10th, 11th, etc.). Spell out the number at the beginning of a sentence or rewrite the sentence with the number in the sentence.
- Percent’s are written as follows: 3%, 11%, 95%, etc. If you use a percent at the beginning of a sentence you should spell the word. For example - Ten percent of the students passed the exam.
Other requirements

- Do not repeat questions in your paper.
- Use a Title Page with all assignments, except Discussion Board.
- Please include a Reference page; no Wikipedia references, please.
- All papers are essay format.

Point Deductions:

Late Assignments:

- Anything submitted after due date and 11:59 p.m. to 1 day late – 5% deduction
- Each additional day - 5% deduction (For example, 3 days late results in a 15% deduction)
- After the due date, a zero will be assigned as the grade until the assignment is submitted.

Grammar errors (spelling, punctuation, sentence structure, spacing, etc.):

- 0-3 errors – 0% deduction
- 4-6 errors – 3% deduction
- 7-9 errors – 6% deduction
- 10+ errors – 10% deduction

Major APA errors:

- Double spacing, Font 12, Times New Roman, 1” margins, etc.)
- Each major error – 3% deduction

Length Requirement:

- Each written assignment that does not meet minimum length requirement of paper - 10% deduction

Other Deductions:

- Subjective: Answering question(s) completely, defending your position, overall flow of paper, etc. – Percent deduction is at professor’s discretion

Suggested Grading Guidelines:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination</td>
<td>25%</td>
</tr>
<tr>
<td>Short reports</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>10%</td>
</tr>
<tr>
<td>Participation/Electronic Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

a) You will submit and complete all assignments in Blackboard for each of the modules as required
by the instructor.
b) You are demonstrating your professional ability and reliability; compliance with all course expectations without prompting is expected.
c) Please format all email correspondence as that of an emerging leader. As we are professionals, please use appropriate titles, salutations, and closing with your name as well.
d) I will communicate if there are challenges with technology and BB updates. I ask that you do the same in order for me to better support you. Please familiarize yourself with BB as I will post announcements and discussion board post topics.
e) Feedback will be often and specific for your professional development as a leader.

**General Course Expectations:**

1. The assignments are required to have been accepted as master’s level work in order to receive at least a *B* in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

2. **Attendance, Readings, and Engagement:** Students are expected to be present for and participate in all class discussions online via Bb. All readings are expected to have been completed in preparation of your midterm and final exams. Students are expected to be engaged in the class and group conversation. The assignments and the final examination are designed in such a way that students will be able to achieve master’s level work only when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class and on Blackboard (BB).

**Absence:** Absence, which means students are not present or logged in the online class as required, can result in the renegotiation of this contract. After two unexcused absences from BB, the student may be administratively withdrawn from the class. After the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. **I do understand life occurs, so please communicate with me. I am here to support you!** If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94–100%</td>
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</table>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>86-79%</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>70-72%</td>
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<td>D+</td>
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</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-64%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
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**Student Accommodations**

Student Disability – If you have a documented disability that will impact your work in this class, please contact the instructor to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center. This office can be reached at 713-525-6953 or 3162.

**Professional Standards of Behavior for Students and Faculty**

**Academic Integrity**

The university system is based on a respect or intellectual property. Any instance of breach in academic integrity will be documented and reported to the Dean of the School of Education. Taking credit for any thought, idea, or work that is not your own is plagiarism. Plagiarism is a serious offense that may cause you to fail the course. When writing any paper, reference any information, websites, books, etc. that are not your own.

**Blackboard Tips**

- Be sure to check **Announcements** frequently.
- Refer to your syllabus often.
- Much important information is found in Course Information and Learning Modules (LMs).
- The final exam will be taken online, using the “Tests” feature of BlackBoard and will be timed, open book, open note tests.
- The Grading Center will keep you up to date with information about your grades.
**Use of UST Email Accounts**

Be sure to check your University of St. Thomas email account frequently.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>DUE DATE</th>
<th>Readings and Assignments Please look in Course Readings and Learning Modules Only complete what is ASSIGNED~</th>
</tr>
</thead>
</table>
| LM1 Orientation| January 23, 2018 | • Complete Orientation Activities (before next class)  
• Familiarize yourself with Blackboard (Course Guidelines, Information, Discussion Board and Learning Modules (LMs)) |
| LM2             | January 23, 2018 St. Pius | • Review Course Syllabus/BB  
• Overview of the Leadership/ Social Justice Tenets.  
• Lunenberg & Ornstein, discuss Chapter 1 (Development of Administrative Theory)-In class  
• Read *Best Practices in Action*  
• Familiarize yourself with the [Principal Standards](https://www.utc.edu/assessment/principalstandards) and the TExES Framework  
• Review Lecture Prezi  
• Complete Discussion Board LM2-  
• Begin electronic portfolio at [www.weebly.com](http://www.weebly.com) |
| LM3             | January 30, 2018 Distance/Hybrid | • Lunenberg & Ornstein, Chapter 2  
• Read: *Site Based Decision Making Initiative (Resource only)* and Virtues of Leadership  
• Review Lecture Prezi  
• **Complete Assignment: Organizational Structure and Leadership Virtues ~ 2-3 pages**  
• Submit Electronic Portfolio Address and Intro  
• Begin preparing and making a plan to attend a district board of trustees meeting. Review School Board Meeting Report – |
| LM 4            | February 6, 2018 St. Pius | • Lessons from Geese-In Class  
• Lunenburg & Ornstein, read Chapter 3 (Organizational Structure, LM 2)-In class  
• Review Lecture Prezi  
• **Read Case Study, Let’s Get Refocused and Complete DB LM4a**  
• Watch: *Shaping a Vision of Academic Success for All Students, Part 1: William Bassell* and be |
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Assignments and Activities</th>
</tr>
</thead>
</table>
| January 18-March 7 | Room CR97, St. Pius | prepared to share your thoughts during class.  
|                    |                   | • Lunenburg & Ornstein, read Chapter 4 (Motivation)-In Class  
|                    |                   | • Review Lecture Prezi  
|                    |                   | • Case Study, What to Do-In class  
|                    |                   | • View Cultivating Leadership videos (2) and add to your electronic portfolio |
| February 13, 2018  |                   | • Submit research paper topic in LM5  
| LM 6               |                   | • Lunenburg & Ornstein, read Chapter 5 (Leadership)  
|                    |       | • Review Lecture Prezi  
|                    |       | • Read Case Study, Results! Results! Results!  
|                    |       | • Complete DB LM6  
|                    |       | • Case Study Assignments Provided by Dr. W in Announcement!  
|                    |       | • Submit Emotional Intelligence Short Paper (LM7) |
| February 20, 2018  |                   | • Lunenburg & Ornstein, read Chapter 6 (Decision Making)-In class  
| LM 9               |                   | • Review Lecture Prezi  
|                    |                   | • Watch: Shaping a Vision of Academic Success for All Students, Part 2: Susan Bearse and be prepared to share your thoughts in class.  
|                    |                   | • Lunenburg & Ornstein, read Chapter 7 (Communication)  
|                    |                   | • Review Lecture Prezi  
|                    |                   | • In class time to work on Case Study  
|                    |                   | • Read Crisis Communication and Tweeting the Good News (Discuss in Class)  
|                    |                   | • Submit Short Paper- School Board Meeting Report- (LM10) |
| February 27, 2018  |                   | • Lunenburg & Ornstein, read Chapter 10 (Excellence, Equality, and Education)-In class  
| LM 10              |                   | • Review Lecture Prezi  
|                    |                   | • Submit Short Paper- Decision Making (LM9)*  
|                    |                   | • Case Study Presentations in class  
| February 13, 2018  |                   | • Submit research paper topic in LM5  

Dr. Nicole McZeal Walters Spring 2018
KL2J
**I believe in your intellectual capacity to be transformative, confident, competent, and fearless leaders in transforming our educational landscape for the children AND families we serve!**