

Niagara University
College of Education
Department of Educational Leadership and Counseling

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A. Course Number and Title

EDU 632 - Leadership and the School Building Leader

B. Number of Credits

Three (3) Credit Hours

C. Course Description

This is a required introductory course for all candidates in the Educational Leadership program. This course is one of the first courses taken in the program. Students outside of the Educational Leadership concentration may register with the permission of the instructor.

In this course, leadership theory will be applied through the use of individual assessment instruments i.e., analysis of video tapes, case studies, article critiques, role playing and self-assessment critiques. The importance of style of leadership and influences that effect style will be emphasized. Other major concepts will be analyzed utilizing the Niagara University Leadership Matrix model. These concepts include the attributes and skills to facilitate the leadership process for managing a school building organization. The focus of this analysis is to help to assess the candidate's acquisition of administrative attributes and skills in the context of school leadership.

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open ended inquiry, critical thinking and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations construction videos, field experiences and research.

Constructivist teaching emphasizes thinking, understanding and self-control over behavior but does not neglect basic skill and knowledge. It is based on the notion that people are constructions of their own knowledge, rather than reproducers of someone else's knowledge. Therefore, the following methods of instruction will be used to promote the philosophy and concepts of constructivist teaching.

1. Review of required readings utilizing questioning, listening, response technique.
2. Simulation exercises and self-assessment critiques.
3. Case study method
4. Lecture
5. Analysis of videotapes
6. Article critiques
7. Exercise requiring a reflective transition from theory into practice.

E. Philosophical Framework

The philosophical framework of the program includes the following:

ELCC STANDARDS	
Candidates who complete the program are educational leaders who promote the success of all students by:	
	Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
	Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
	Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
	Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
	Standard 5: Acting with integrity, fairness, and in an ethical manner
	Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
	Standard 7: The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS	
	1. Leaders know and understand what it means and what it takes to be a leader
	2. Leaders have a vision for schools that they constantly share and promote.
	3. Leaders communicate clearly and effectively.
	4. Leaders collaborate and cooperate with others.
	5. Leaders persevere and take the "long view."
	6. Leaders support, develop and nurture staff.
	7. Leaders hold themselves and others responsible and accountable.
	8. Leaders never stop learning and honing their skills.
	9. Leaders have the courage to take informed risks.
COLLEGE OF EDUCATION MISSION - ORIENTATIONS	
	Candidate-Centering Through Constructivist Practice
	Process-Product Orientation
	Reflective Practice
EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS	
	1. Professional Commitment and Responsibility
	2. Professional Relationships
	3. Critical Thinking and Reflective Practice
	4. Knowledge Creation

F. Course Objective

The major objectives of the course are to enable the candidate to:

1. Demonstrate an understanding of the role of the principal.
2. Demonstrate an understanding of leadership implications in the area of: decision-making, communication, authority/power, group leadership, conflict management, organizational culture and school improvement.
3. Apply strategies and techniques to simulated situations in the principal's role.
4. Understand the principal's role for educating students in a multicultural society.
5. Understand the use and application of technology in our schools.
6. Demonstrate skills of the principalship in facilitating the teaching/learning process.

7. Demonstrate the ability to synthesize in writing important concepts related to the principalship.
8. Participate in reflective practice related to a future role in administration.
9. Plan the remaining courses in the candidates program.

G. Outline of Course Content

Areas of Focus:

- . Leadership
 - Principal as Instructional Leader
- . Decision Making
 - Change/School Improvement
 - Staff Relations

H. Course Requirements

1. Required Reading:
 - a. Selected book on leadership
 - b. "Putting Ontario's Leadership Framework into Action" A Guide for School and System Leaders
 - c. Readings provided by course instructor.

I. Projects/Assignments

1. Minimum Expectations:
 - a. Regular attendance required and recorded
 - b. Class participation
 - c. Readings from related books and articles
 - d. Case study analysis
 - e. Assignments and reports
2. Assignments and reports:
 - a. Book report on selected text on leadership
 - b. Presentation of practical, relevant, school-based application of topic demonstrating school leadership. Focus on the role of the principal and the new leadership framework.
 - c. Review of selected media messages related to education and/or leadership.
 - d. Presentation of case study/best practice/crisis card
 - e. Critique of current, relevant article related to school leadership

J. Core Readings

a_minimum of 10 articles from current issues of educational journals

K. Attendance

Attendance is considered an indication of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Absences may jeopardize a candidate's course grade. A phone call, email message or note delivered to the instructor is required if you expect to miss a class.

L. Grading

Final grade will be based on the following criteria:

Meaningful, relevant participation/class discussion	20%
Written critiques	40%
Presentation	40%
	100%

Note: Sample rubrics will be provided for discussion.

M. Student Disclosure

Academic Honesty

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

Students with disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).