

Syllabus for
GADM 805—The Superintendency
3 Credit Hours
Spring Module
February 12-15, 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An integration of theory and practice related to the roles and responsibilities of the school superintendent. Emphasizes obtaining knowledge and developing skills to effectively perform the general requirements of the superintendency.
Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to gain a basic understanding of school governance with particular emphasis on the roles and responsibilities expected of the superintendent of schools.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Upon satisfactory completion of this course, the student will know or be able to do the following:
1. Explain the knowledge, skills, and attributes necessary to function successfully as a school superintendent.
 2. Describe the various social, political, cultural, legal, and ethical issues that confront the superintendency.
 3. Identify the various roles and responsibilities expected of the superintendent of schools.
 4. Develop and articulate a philosophical and practical basis for the concept of the superintendency.
 5. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education in the context of school administration.
- B. Objective for Students in the Administrator Preparation Program
1. This course assists in meeting the competency-based standards for advanced programs in educational leadership as established by the National Policy Board for Educational Administration (2002) for both school-building leadership and school-district leadership.
 2. Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an ePortfolio format as prescribed by the College of Education. Artifacts produced in this course will assist in addressing

various Educational Leadership Constituent Council Standards. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Carter, G. R., & Cunningham, W. G. (1997). *The American school superintendent: Leading in an age of pressure*. San Francisco: Jossey-Bass. ISBN 9780787907990
2. Other
Other specific readings as assigned by the instructor

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures (may or may not be applicable)

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Department Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio process.
2. Assessment Requirements
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.

3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. The grade for this course is a composite of performance based on the following:

Two preassignments	150 points
Final examination	100 points
Two postassignments	150 points
 - b. Grading scale:
A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=below 60% of total points

c. Grades are assigned as follows:

A=360-400 points

B=320-359 points

C=280-319 points

D=240-279 points

F=below 240 points

d. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.

e. There will be two in-class examinations covering assigned readings and information discussed in class.

f. All modular assignments will be typewritten and double-spaced. They should reflect a mature academic approach/response to the assignment. Quality will be preferred over quantity, and the effort should be complete, concise, and well-organized. Preassignments should reflect that the student has read the assigned materials. Postassignments should reflect that the student was an active listener/participant in the class discussions and reflected appropriately upon all class materials, including the texts and presentations by guest speakers.

g. All work must be completed as scheduled. Grades are reduced on any assignment or examination submitted late.

h. Attendance and participation in class is critical. Absences, tardies, or lack of participation results in a reduction of grade.

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional.

3. Other Policies and/or Procedures

a. The student is responsible for:

(1) completing all reading assignments.

(2) attending all regular class meetings and examination periods.

(3) completing all special assignments and submitting them on due dates.

(4) making positive contributions during class discussions.

b. The Educational Department Policy is posted on the bulletin board outside the College of Education office.

c. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are included as part of the absences when determining the course grade. It is to the student's advantage to make sure the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

d. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-

term illness, or a death in the family. Students must petition for an incomplete using the form available in the College of Education office. The petition must be approved by the Graduate Chair and the Dean. Very few incompletes will be granted.

- e. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. One letter grade will be deducted for every school day the assignment is late. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Any test taken late will incur a \$10 late test fee. These responsibilities will assist the student in professional development.
- f. Extra Credit—Students should not expect extra credit to help raise a grade.
- g. Course Internship Requirement—Each student completes a minimum 15-hour internship in an appropriate administrative setting selected in consultation with the instructor. The internship is one in which the student receives supervised practical professional field experience in areas directly related to course objectives and permits the student to develop a mentoring relationship with a practicing school administrator. Each student prepares a written summary (2-3 pages) documenting and describing the internship experience, including a personal reflective assessment.
- h. Preassignments—The student should complete the following assignments and have them ready to turn in on Wednesday, February 16, 2012.
 - (1) Preassignment I (100 points)
 - (a) Read *The American School Superintendent: Leading in an Age of Pressure* by Carter and Cunningham.
 - (b) For each of the four parts of the textbook, prepare a written summary (2-3 pages in length, double-spaced) that addresses the key point(s) of that section. Be succinct in your approach, and deal with the most important aspects(s) of the key points(s). Do not exceed three pages in length (double-spaced) for each of the four summaries.
 - (2) Preassignment II (50 points)
 - (a) Initiate the internship (field experience) process described in item V.C.3.g. and complete a minimum of 15 hours of mentored activities related to the role of the school superintendent.
 - (b) Prepare a written summary (2-3 pages in length, double-spaced) that describes the internship experience. Identify who, what, when, where, etc., as related to the experience. Include a personal reflection that summarizes your feelings about the internship experience and the superintendency.
- i. Postassignments
 - (1) Postassignment I (100 points)

Each student will complete a research report appropriate to his or her situation, dealing with the leadership role of the school superintendent as related to effective administration of the school

system. The research report should be 3-5 pages in length (approximately 800 words), typewritten, double-spaced, and it should refer to the readings in accepted APA style when appropriate. The research report should present and defend the student's position on the selected topic.

(2) Postassignment II (50 points)

Each student completes a required item for inclusion in the student's ePortfolio as described in V.B.2., including a written (1-2 pages in length) ePortfolio reflection form. Information regarding selecting and preparing ePortfolio items will be discussed in class.

(3) Due date for the postassignment will be announced in class.

Projects must be emailed to:

jmyers@oru.edu

VI. COURSE CALENDAR

Session	Topic
1	Overview of Course
2	The Superintendency in Question
3	Challenges and Dilemmas
4	School Finance Issues
5	School Boards
6	Crises and Stress
7	Community Relations
8	The Need for Change
9	The Change Process
10	Innovation
11	Technology Issues
12	The Superintendent of the Future
13	Final Examination, Final activities

***NOTE:** Supplementary materials, class handouts, additional assigned readings, resource persons, guest speakers, etc., may all be utilized to present information relevant to course content and may be incorporated as part of an assignment at any time during the course.

Course Inventory for ORU's Student Learning Outcomes
GADM 805—The Superintendency
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 3, 10