

Syllabus for  
**GCSE 613—Organization and Administration of Christian Schools**  
3 Credit Hours  
Summer Institute 2006

*The Mission of the Oral Roberts University School 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 School 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.*

This syllabus is a general outline of the course and is subject to change upon notification of students in a regular class session.

I. COURSE DESCRIPTION

Defines and analyzes the administrator's role in Christian schools. Gives attention to developing the leadership competencies needed for organizing, administering, supervising, and evaluating educational personnel and programs. Includes simulated problem-solving.

Prerequisite: Admission to the Graduate School of Education

II. COURSE GOALS

The course goals for the ORU Graduate School of Education have been designed to meet the “competency-based” guidelines established by NCATE and the curriculum guidelines for the “Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors.” The NCATE Educational Leadership Guidelines have been implemented where applicable to the ORU Graduate Christian School Leadership courses.

It is intended that the student will gain a practical knowledge of management issues involved in a Christian school, along with understanding of the leadership role of an administrator, both academically and spiritually. The student will initiate the process of developing and maintaining an individual “Professional Portfolio” demonstrating the development and mastery of competencies as outlined by NCATE guidelines and applied to the Christian School Leadership Program. Artifacts produced in this course will address ELCC standards 1, 3, 4, & 6. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

At the successful completion of this course, the student will be able to do the following:

- A. Demonstrate professional and ethical leadership through simulated events.
- B. Orally or in writing specify those principles and procedures, which the student intends to use when addressing information management and evaluation issues.

- C. Orally or in writing specify those principles and procedures, which the student intends to use when addressing curriculum, instruction, supervision, and learning environment issues.
- D. Conduct and outline professional development programs and demonstrate knowledge of human resource development for school personnel.
- E. Orally or in writing specify those principles and procedures, which the student intends to use when demonstrating organizational management skills.
- F. Demonstrate interpersonal skills.
- G. Create a school financial plan and development program.
- H. Write a course plan that highlights the application of technologies in the school and classrooms.
- I. Articulate the school vision and purposes to students, parents, faculty, and staff.
- J. Compare and contrast state and federal law as applied to public and private schools.
- K. Describe the School of Education “conceptual model” and discuss the integration of a Biblical foundation and Christian worldview as related to a whole-person education.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Textbooks

Demuth, D. & Demuth, C. (1995). *Christian schools: How to get a school going and keep it growing*. Tulsa: DEL Publications.

Deuink, J. (1996). *Management principles for Christian schools*. Greenville: Bob Jones University Press.

##### B. Optional/Recommended Materials

Demuth, D. (1993). *Legal requirements for Christian schools* (2nd ed.). Tulsa: DEL Publications.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

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 ePortfolio requirements. Students should consult the ePortfolio 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. School and/or Department Policies and Procedures

1. The Education Department Policy Statement is posted on the bulletin board outside the Education Office.
2. 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 will be included as part of the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of 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.
3. Incompletes—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or death in the family. Students must petition for an incomplete grade, using the form available in the School of Education. Very few incompletes will be granted.
4. 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.
5. Attendance—Class attendance is an absolute **must** for the student to gain full benefit from his or her enrollment. Absences will affect the student's grade. Any student leaving class before dismissal or coming

late is marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.

6. Administratively Excused Absences—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 is not permitted to do makeup work nor complete an exam missed.
7. Extra Credit—Students should not expect extra credit to help raise a grade.
8. Plagiarism—Cheating in any form, including plagiarism, is not tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. Plagiarism is defined as the use without proper acknowledgement of the ideas, phrases, sentences, or larger units of discourse taken from the work of another writer or speaker. *The American Heritage Dictionary* defines plagiarism as “to steal and use (the ideas or writings of another) as one’s own.” In standard academic practice, **this means if you copy any 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*, 5<sup>th</sup> edition.

#### C. Course Policies and Procedures

##### 1. Evaluation Procedures

- a. The final grade will be a composite result of performance on the following:

Pre-institute assignment	100 points
Post-institute assignment	300 points
<u>Final Exam</u>	<u>100 points</u>
Total	500 points
- b. Grading Scale

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Below 60%
- c. 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.

2. Portfolio Requirements

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 a portfolio format as prescribed by the School of Education. Artifacts identified by the professor along with appropriate evaluation, must become a part of the graduate student's portfolio required for graduation.

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. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.

D. Pre-Assignment

The student should complete the following assignments and have them ready to turn in on the first day of class.

- 1. Read all required text material.
- 2. Collect the following supportive documents from either your school or a different school:

School Organizational Chart  
Policies and Procedures Manual  
Faculty Handbook  
Student Handbook

- 3. Read and write a summary of two current professional Education articles focused on any of the following topics:

Issues in Educational Administration  
Issues in Educational Leadership  
Curriculum Issues  
Educational Policy Issues  
Assessment

- 4. Read both 1<sup>st</sup> and 2<sup>nd</sup> Timothy. Write an analysis of Paul's leadership lessons as given first to Timothy and then to the church at large.

E. Post-Assignment

1. The instructor will explain this assignment in the opening session.
2. The post-assignment must be postmarked on or before Monday, August 21, 2006. Projects must be sent by email with a confirmation request, by overnight delivery with a tracking number, or by certified mail to:

Dr. Patrick Otto  
[jotto@oru.edu](mailto:jotto@oru.edu)  
Graduate School of Education  
Oral Roberts University  
7777 South Lewis Avenue  
Tulsa, OK 74171

If you send your post-assignment via e-mail, do so with delivery confirmation, so that when the professor opens your e-mail, you automatically receive confirmation. No incomplete grades will be given. Please remember, you cannot pass this class with incomplete assignments.

3. If the project is post-marked or emailed one day late, there will be a 10% grade penalty.
4. If the project is post-marked or emailed two days late, there will be a 20% grade penalty.
5. If the project is post-marked or emailed three days late, the student will FAIL THE COURSE.
6. **Be sure you send your post-assignment registered, certified, or with a tracking record. If your paper is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your post-assignment along with a copy of a receipt showing the date mailed or shipped.**

VI. COURSE CALENDAR

The following topics will be addressed.

Philosophy of Christian Education

The Administrator as the Leader

The Board/Administrator Relationship

Administration of Personnel

Principles of Supervision

Curriculum and Instructional Review

Facilities

Student Body Issues

Issues of Student Discipline

School Records and Office Procedures

Development and Strategic Planning

**Course Inventory for ORU's Student Learning Outcomes**  
**GCSE 613—Organization and Administration of Christian Schools**  
**Summer Institute 2006**

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
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation				X
2E	Intellectual creativity				X
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> 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 School of Education Institutional Standards: 1, 2, 3, 4, 6, 7, 10, 11, 12, 13, 16.