



## **CES 670 COLLABORATIVE SCHOOL LEADERSHIP**

Term: Fall 2019

Time: Online

### **Professor Contact Information**

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School of Education – Graduate Studies

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### **Course Description**

This course examines current and emerging trends and problems facing school leaders and counselors in an education setting. The course will inquire into demographic shifts; technology, data-based decision-making for 21st century school districts; inclusion of all learners in schools; and research on student achievement, race, diversity, and poverty in a school setting. Students will learn techniques to engage campus and district leaders to collaborate to become problem solvers on campus. Emphasis will be placed on counseling intervention as spelled out by the American School Counselor Association. (3 credit hours)

### **Prerequisite Studies**

None

### **Diversity in the Oakland City School of Education**

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity, the School of Education “*encourages and supports an environment which presents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area*”.

### **Course Objectives**

The course is designed to increase the awareness and effectiveness of positive collaboration between school leaders and counselors in a school model. Measurable statements are linked to the **OCU Conceptual Framework**, and **ASCA National Model Themes** (below).

Indiana Content Standards for Educators/School Counselors (ICSE)	ASCA National Model Themes
<ol style="list-style-type: none"> <li>1. Human Development and the Learning Process</li> <li>2. Theories and Practices in Education and School Counseling</li> <li>3. The School Counseling and Guidance Program</li> <li>4. Individual Counseling, Small-Group Counseling, and Classroom Guidance</li> <li>5. Responsive Services and Crisis Counseling</li> <li>6. Career and Postsecondary Educational Guidance and Counseling</li> <li>7. The Leadership Role of the School Counselor</li> <li>8. Professional, Legal, and Ethical Standards and Issues in School Counseling</li> </ol>	<ol style="list-style-type: none"> <li>1. Leadership</li> <li>2. Advocacy</li> <li>3. Collaboration</li> <li>4. Systemic Change</li> </ol>

Demonstrate understanding of school counselor professional functioning including roles and responsibilities and how they can collaborate effectively with district and campus leadership. Measurable Statement linked to School ISCE (1,2,3, 4, 5, 6,7,8) and ASCA National Model Themes (1, 2, 3, 4)

Demonstrate understanding of data-based decision making, advocacy and collaboration as components of school counselor leadership for educational equity. Measurable Statement linked to ISCE (1, 2,3, 4, 5, 6,7,8) and ASCA National Model Themes (1, 2, 3, 4)

Demonstrate understanding of the elements of a comprehensive, developmental PK- 12 school counseling program that addresses academic, personal/social, and career domains that works with goals and missions of the campus and district to work and help all learners. Measurable Statement linked to ISCE (1, 2,3,4, 5, 6,7,8) and ASCA National Model Themes (1, 2, 3, 4)

### **Instructional Design**

Students will explore collaborative based strategies to help assist school leadership on campus through course readings and research.

### **Required Textbook**

Dollarhide, C. T., & Saginak, K. A. (2012). *Comprehensive school counseling programs: K-12 delivery systems in action*. Boston: Pearson. ISBN 978-0137051991

### **E-Learning Center**

The E-Learning Center (ELC) at [elearning.oak.edu](http://elearning.oak.edu) provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to

providing learning resources through the ELC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

### Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through [www.oak.edu/library/Discover.html](http://www.oak.edu/library/Discover.html) or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit [www.oak.edu/library/Ask.html](http://www.oak.edu/library/Ask.html). If you do not yet have OCU library access please complete the Library Registration form at <https://myocu.wufoo.com/forms/library-registration/> (also found under Library at [www.oak.edu](http://www.oak.edu)).

## Grading

### Tentative Course Outline

The topics in this course will be explored as follows:

Unit	Lesson Title and Topics	Learning Activities Schedule
1	SCHOOL COUNSELING AND THE PROFESSION	<u>Read</u> : Syllabus, TEXT CH. 1 & 2 <u>Discussion</u> : Assigned Readings & PEER REFELCTIONS
2	MORAL, ETHICAL, AND LEGAL ISSUES IN COUNSELING	<u>Read</u> : CH. 3 <u>Discussion</u> : PEER REFELCTION <u>Assignment Due</u> : WRITTEN ARTICLE REVIEW #1
3	SIX QUALITIES OF A COMPREHENSIVE SCHOOL PROGRAM	<u>Read</u> : CH. 4 <u>Discussion</u> : PEER REFELCTIONS <u>Assignment Due</u> : WRITTEN ARTICLE #3
4	ASCA MODEL	<u>Read</u> : CH. 5 <u>Discussion</u> : PEER REFLECTION <u>Assignment Due</u> : SCENARION REVIEW #1
5	MODELES OF DELIVERY SYSTEMS AND ACCOUNTABILITY	<u>Read</u> : CH. 6 & 7 <u>Discussion</u> : PEER RELFECTION <u>Assignment Due</u> : SCENARIO REVIEW #2
6	COUNSELING	<u>Read</u> : CH. 8 <u>Discussion</u> : <u>Assignment Due</u> : SCENARIO REVIEW #3
7	EDUCATION AND CURRICULUM/ COLLABORATION	<u>Read</u> : CH. 9 & 10 <u>Discussion</u> : <u>Assignment Due</u> : BEGIN TO WORK ON FINAL PROJECT
8	LEADERSHIP ADVOCACY AND EMERGING ISSUES	<u>Read</u> : CH. 11, 12, & 13 <u>Discussion</u> : <u>Assignment Due</u> : FINAL PROJECT

### Course Assignments and Assessments

The following assignments and assessments must be successfully completed to pass the course.

Assignments and Assessments	Point Value
<b>Unit 1:</b> Written Unit Reflection & Class Engagement (10)	10 points
<b>Unit 2:</b> Unit Reflection & Class Engagement (10) Written Article Review (50)	60 points
<b>Unit 3:</b> Unit Reflection & Class Engagement (10) Written Article Review (50)	60 points
<b>Unit 4:</b> Unit Reflection & Class Engagement (10) Written Article Review (50)	60 points
<b>Unit 5:</b> Unit Reflection & Class Engagement (10) Group Scenario Review(50)	60 points
<b>Unit 6:</b> Group Scenario Review (50)	50 points
<b>Unit 7:</b> Final Paper Construction	
<b>Unit 8:</b> Final Paper (100)	100 points
<b>TOTAL:</b>	<b>400 POINTS</b>

### Assignments 1-5 50 points

#### Attendance, Engagement, & Peer Critique

Due to the nature of the course in an online format, it is crucial that we connect as much as possible in a group format. Students are expected to contribute to weekly class discussions of the reading assignments and the unit reflections. The Peer Critique component associated with this course will consist of written feedback to at least three member of the course on their critiques of the reading. The discussion topics will be developed by the instructor as a writing prompt for students to engage with one another and full expand on the unit understand. The value of 10 points will be given each per discussion. [\*Due to the inconsistency of course enrollment, the points possible for this assignment will fluctuate based upon the number of presentation groups created and assigned by the instructor.]

#### Applicable Standards for Assignment

ISCE: 1, 2, 3, 4, 5, 6,7,8

ASCA: 1, 2, 3, 4

### Assignments: Article Reviews 150 points (50 points each)

#### Written Article and scenario reviews

Read and be prepared to discuss one scholarly article related to the weekly unit as it relates to administration and school counselors in a collaborative setting. The article will be assigned by the instructor. An annotated review is a critical reflection of the reading. It is more than just an article review or a "I liked this article". You must show reflection, critical thinking, and interaction with the contents of the article.

#### Guidelines:

- Use a title page (see *APA Manual*)
- Explanation of article (Key concepts)
- Identification, analysis and evaluation of strengths and weaknesses
- Identify how this information can contribute to collaborative development
- Quotes Placed at end of each Review

#### Applicable Standards for Assignment

ISCE: 1, 2, 3, 4, 5, 6,7,8

ASCA: 1, 2, 3, 4

**Assignments: Group Scenario Reviews 100 points (50 points each)****Written Article and scenario reviews**

Students will be divided into small groups and will play a role of someone in a leadership position in a school situation. Students will have to collaborate together to find a solution to this situation and then develop a report to the school district administration on why they acted in they way they did. Students will need to do their part and be collaborative for this to work.

**Guidelines:**

- Do your assigned part and contribute to the overall success of the team
- Explanation of decisions (Key concepts)
- Identification, analysis and evaluation of strengths and weaknesses
- Identify how this information can contribute to building level collaboration to help solve issues on campus

*Applicable Standards for Assignment*

ISCE: 1, 2, 3, 4, 5, 6,7,8

ASCA: 1, 2, 3, 4

**Assignment 4 Research Paper 100 points****APPLYING KNOWELDGE**

Student will compose a research paper in where they will use best practices in collaborative education to solve a problem or issue that will be given by the instructor related to collaborative school leadership.

**Guidelines:**

- Include at least **eight scholarly** resources (including a mix of websites, books, journals, professional interviews, etc.)
- Format the title page as per the *Dissertation Manual* and follow APA style guidelines
- Critical thinking should be evident throughout the paper
- The 8 page (minimum) paper is to be written by the end of the course deadline.

*Applicable Standards for Assignment*

ISCE: 1, 2, 3, 4, 5, 6, 7, 8

ASCA: 1, 2, 3, 4

**Graduate Grading System**

Points	Percentage	Grade	Value	Definition
388-400	97%+	A	4.0	Superior
372-387	93-96%	A-	3.7	Excellent
355-371	89-92%	B+	3.3	High Average
340-354	85-88%	B	3.0	Average
324-339	81-84%	B-	2.7	Low Average
308-323	77-80%	C+	2.3	Below Average, Counting as Graduate Credit
292-307	73-76%	C	2.0	Below Average, Counting as Graduate Credit
<292	<73%	F	0.0	Failure

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**Graduate Grading System**

<b>Points</b>	<b>Percentage</b>	<b>Grade</b>	<b>Value</b>	<b>Definition</b>
		I		Incomplete
		WE		Instructor Withdrawal Excessive Absences
		AU		Audit
		W		Student Withdrawal

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**Evaluative Assignment Rubrics**

(See following pages)

<b>Assessment Scale</b>	<b>INEFFECTIVE</b> There is little or no evidence of addressing the Learning Outcomes.	<b>IMPROVEMENT NECESSARY</b> The evidence addresses the Learning Outcomes at a minimal level.	<b>EFFECTIVE</b> The evidence addresses the Learning Outcomes at an acceptable level.	<b>HIGHLY EFFECTIVE</b> The evidence addresses the Learning Outcome at a consistently high level.
	.25-1.0	1.25-2.0	2.25-3.0	3.25-4.0
<b>Indiana Content Standards for Educators/School Counselors (ICSE)</b>			<b>ASCA National Model Themes</b>	
<ol style="list-style-type: none"> <li>1. Human Development and the Learning Process</li> <li>2. Theories and Practices in Education and School Counseling</li> <li>3. The School Counseling and Guidance Program</li> <li>4. Individual Counseling, Small-Group Counseling, and Classroom Guidance</li> <li>5. Responsive Services and Crisis Counseling</li> <li>6. Career and Postsecondary Educational Guidance and Counseling</li> <li>7. The Leadership Role of the School Counselor</li> <li>8. Professional, Legal, and Ethical Standards and Issues in School Counseling</li> </ol>			<ol style="list-style-type: none"> <li>1. Leadership</li> <li>2. Advocacy</li> <li>3. Collaboration</li> <li>4. Systemic Change</li> </ol>	

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Assignment Requirements</b>	<b>Rating</b>
1. The candidate can explain the significance of the School of Education’s CF, ELCC, and ASCA applicable standards within his/her role. <b>Specific Standards: ISCE 1, 2, 6,7,8; ASCA 1, 2, 3, 4</b>	
2. The candidate can demonstrate an understanding of the roles of leadership, advocacy, collaboration, and Systemic change. <b>Specific Standards: ISCE 1, 5, 6,7,8; ASCA 1, 2, 3, 4</b>	
3. The candidate demonstrated the value of ASCA National Model. <b>ISCE 1, 2, 3, 4, 5; ASCA 1, 2, 3, 4</b>	
4. The candidate attended all class sessions. <b>Specific Standards: ISCE 1, 2, 3,,7,8; ASCA 1, 2, 3, 4</b>	
5. The candidate took an active part in all class discussions and activities. <b>ISCE 1, 2, 3, 4, 5, 6 ASCA 1, 2, 3, 4</b>	
<b>Total Points</b>	
<b>Comments:</b>	

**ASSIGNMENT: Article Review 50 points (each)**

<b>Assessment Scale</b>	<b>INEFFECTIVE</b> There is little or no evidence of addressing the Learning Outcomes.	<b>IMPROVEMENT NECESSARY</b> The evidence addresses the Learning Outcomes at a minimal level.	<b>EFFECTIVE</b> The evidence addresses the Learning Outcomes at an acceptable level.	<b>HIGHLY EFFECTIVE</b> The evidence addresses the Learning Outcome at a consistently high level.
	.25-1.0	1.25-2.0	2.25-3.0	3.25-4.0
<b>Indiana Content Standards for Educators/School Counselors (ICSE)</b>			<b>ASCA National Model Themes</b>	
1. Human Development and the Learning Process 2. Theories and Practices in Education and School Counseling 3. The School Counseling and Guidance Program 4. Individual Counseling, Small-Group Counseling, and Classroom Guidance 5. Responsive Services and Crisis Counseling 6. Career and Postsecondary Educational Guidance and Counseling 7. The Leadership Role of the School Counselor 8. Professional, Legal, and Ethical Standards and Issues in School Counseling			4. Leadership 5. Advocacy 6. Collaboration 5. Systemic Change	

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Assignment Criteria</b>	<b>Rating</b>
1. The candidate provided comprehensive and in-depth coverage of the assigned topic. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6, 7, 8; ASCA 1, 2, 3, 4</b>	
2. The candidate can demonstrate an understanding of the roles of leadership, advocacy, collaboration, and Systemic change. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6, 7,8; ASCA 1, 2, 3, 4</b>	
3. The candidate demonstrated the value of modeling collaboration leadership. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6, 7, 8; ASCA 1, 2, 3, 4</b>	
4. The candidate submitted all assignments as required. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6, 7,8; ASCA 1, 2, 3, 4</b>	
5. The candidate's paper was organized, coherent, and well planned. The student's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of ISCE Standards and ASCA Themes as deemed appropriate. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6,7,8; ASCA 1, 2, 3, 4</b>	
6. The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. <b>ISCE 1, 2, 3, 4, ASCA 1, 2, 3, 4</b>	
<b>Total Points</b>	
<b>Comments:</b>	



**ASSIGNMENT: Scenario Review 100 points**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Assessment Scale</b>	<b>INEFFECTIVE</b> There is little or no evidence of addressing the Learning Outcomes.	<b>IMPROVEMENT NECESSARY</b> The evidence addresses the Learning Outcomes at a minimal level.	<b>EFFECTIVE</b> The evidence addresses the Learning Outcomes at an acceptable level.	<b>HIGHLY EFFECTIVE</b> The evidence addresses the Learning Outcome at a consistently high level.
	.25-1.0	1.25-2.0	2.25-3.0	3.25-4.0
<b>Indiana Content Standards for Educators/School Counselors (ICSE)</b>			<b>ASCA National Model Themes</b>	
<ol style="list-style-type: none"> <li>1. Human Development and the Learning Process</li> <li>2. Theories and Practices in Education and School Counseling</li> <li>3. The School Counseling and Guidance Program</li> <li>4. Individual Counseling, Small-Group Counseling, and Classroom Guidance</li> <li>5. Responsive Services and Crisis Counseling</li> <li>6. Career and Postsecondary Educational Guidance and Counseling</li> <li>7. The Leadership Role of the School Counselor</li> <li>9. Professional, Legal, and Ethical Standards and Issues in School Counseling</li> </ol>			<ol style="list-style-type: none"> <li>7. Leadership</li> <li>8. Advocacy</li> <li>9. Collaboration</li> <li>6. Systemic Change</li> </ol>	

Assignment Criteria	Rating
1. The group provided comprehensive and in-depth coverage of the assigned topic in the group setting. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6, 7, 8; ASCA 1, 2, 3, 4</b>	
2. The group can demonstrate an understanding of the roles of leadership, advocacy, collaboration, and Systemic change and how they work together. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6, 7,8; ASCA 1, 2, 3, 4</b>	
3. The group demonstrated the value of modeling collaboration leadership. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6, 7, 8; ASCA 1, 2, 3, 4</b>	
4. The group submitted all assignments as required. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6, 7,8; ASCA 1, 2, 3, 4</b>	
5. The group’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of ISCE Standards and ASCA Themes as deemed appropriate. <b>Specific Standards: ISCE 1, 2, 3, 4, 5, 6,7,8; ASCA 1, 2, 3, 4</b>	
<b>Total Points</b>	
<b>Comments:</b>	

**ASSIGNMENT: FINAL PAPER 100 points**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

Assessment Scale	INEFFECTIVE There is little or no evidence of addressing the Learning Outcomes.	IMPROVEMENT NECESSARY The evidence addresses the Learning Outcomes at a minimal level.	EFFECTIVE The evidence addresses the Learning Outcomes at an acceptable level.	HIGHLY EFFECTIVE The evidence addresses the Learning Outcome at a consistently high level.
	.25-1.0	1.25-2.0	2.25-3.0	3.25-4.0
<b>Indiana Content Standards for Educators/School Counselors (ICSE)</b>			<b>ASCA National Model Themes</b>	
<ol style="list-style-type: none"> <li>1. Human Development and the Learning Process</li> <li>2. Theories and Practices in Education and School Counseling</li> <li>3. The School Counseling and Guidance Program</li> <li>4. Individual Counseling, Small-Group Counseling, and Classroom Guidance</li> <li>5. Responsive Services and Crisis Counseling</li> <li>6. Career and Postsecondary Educational Guidance and Counseling</li> <li>7. The Leadership Role of the School Counselor</li> <li>10. Professional, Legal, and Ethical Standards and Issues in School Counseling</li> </ol>			<ol style="list-style-type: none"> <li>10. Leadership</li> <li>11. Advocacy</li> <li>12. Collaboration</li> <li>7. Systemic Change</li> </ol>	
<b>Assignment Criteria</b>				<b>Rating</b>
1. The candidate provided comprehensive and in-depth coverage of the assigned topic of a counselor’s role in organizational structure and collaboration. <b>Specific Standards: ISCE 1,3, 4,7,8 ASCA 1, 2, 3, 4</b>				
2. The Candidate demonstrated an understanding of the roles of leadership in regard to diversity, fairness, ethics, and collaboration. <b>Specific Standards: ASCA 1, 2, 3, 4</b>				
3. The candidate demonstrated the value of modeling personal and professional behavior within the paper. <b>Specific Standards: ISCE 1, 4,7,8 ASCA 1, 2, 3, 4</b>				
4. The candidate submitted all assignments as required. <b>Specific Standards: ISCE 1,3 4, 5,6 ASCA 1, 2, 3, 4</b>				
5. The candidate’s paper was organized, coherent, and well planned. The paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. <b>Specific Standards: ISCE 1,2, 4,5,6 ASCA 1, 2, 3, 4</b>				
6. The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. <b>Specific Standards:, ISCE 1, 4,5,8 ASCA 1, 2, 3, 4</b>				
<b>Total Points</b>				
<b>Comment</b>				

## Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Brimley, V., & Garfield, R.R. (2008). *Financing education in a climate of change*. Boston: Allyn & Bacon.

Collard, J., & Reynolds, C. (2004). *Leadership, gender and culture in education: Male and female perspectives*. New York: Open University Press.

E.T.S. (2006). *Case studies in school leadership: Keys to a successful principalship*. New York: Prentice Hall

Kaye, B., & Jordan-Evans, S. (2005). *Love 'em or lose 'em: Getting good people to stay*. San Francisco: Berrett-Koehler.

Noguera, P.A. & Wing, J.Y. (eds.) (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco: Jossey-Bass.

Shechtman, Zipora. *Group Counseling and Psychotherapy with Children and Adolescents – Theory, Research, and Practice*. Earlbaum Associates, 2007

Shillingford, M.A. & Lambie, G.W. (2010). Contribution of professional school counselors' values and leadership practices to their programmatic service delivery. *Professional School Counseling*.

Young, A & Kaffenberger, C. (2011). The beliefs and practices of school counselors who use data to implement school counseling programs. *Professional School Counseling*.

## Course Policies

**Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

**Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit [www.oak.edu/campus-life/student-services.php](http://www.oak.edu/campus-life/student-services.php).

**Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to

register for Nixle ([www.nixle.com](http://www.nixle.com)) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

**Document Formatting** – Assignments must be formatted according to the current edition of the APA manual. Basic formatting protocols that should be followed include:

- Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman.
- Do not use report covers or notebooks unless directed to do so. Staple or binder clip assignment pages together as necessary or as required when submitting hardcopy.
- Use your name, course number, and assignment name as the file name for a document when submitted electronically.
- Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page) or as directed by the instructor.

**Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

**Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

**Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

### **OCU Mission Statement**

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

## **OCU School of Education Mission Statement**

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

## **School of Education – Graduate Programs Conceptual Framework and Objectives**

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program. This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners.

The learning outcomes that flow out of the primary objective are to develop a student that:

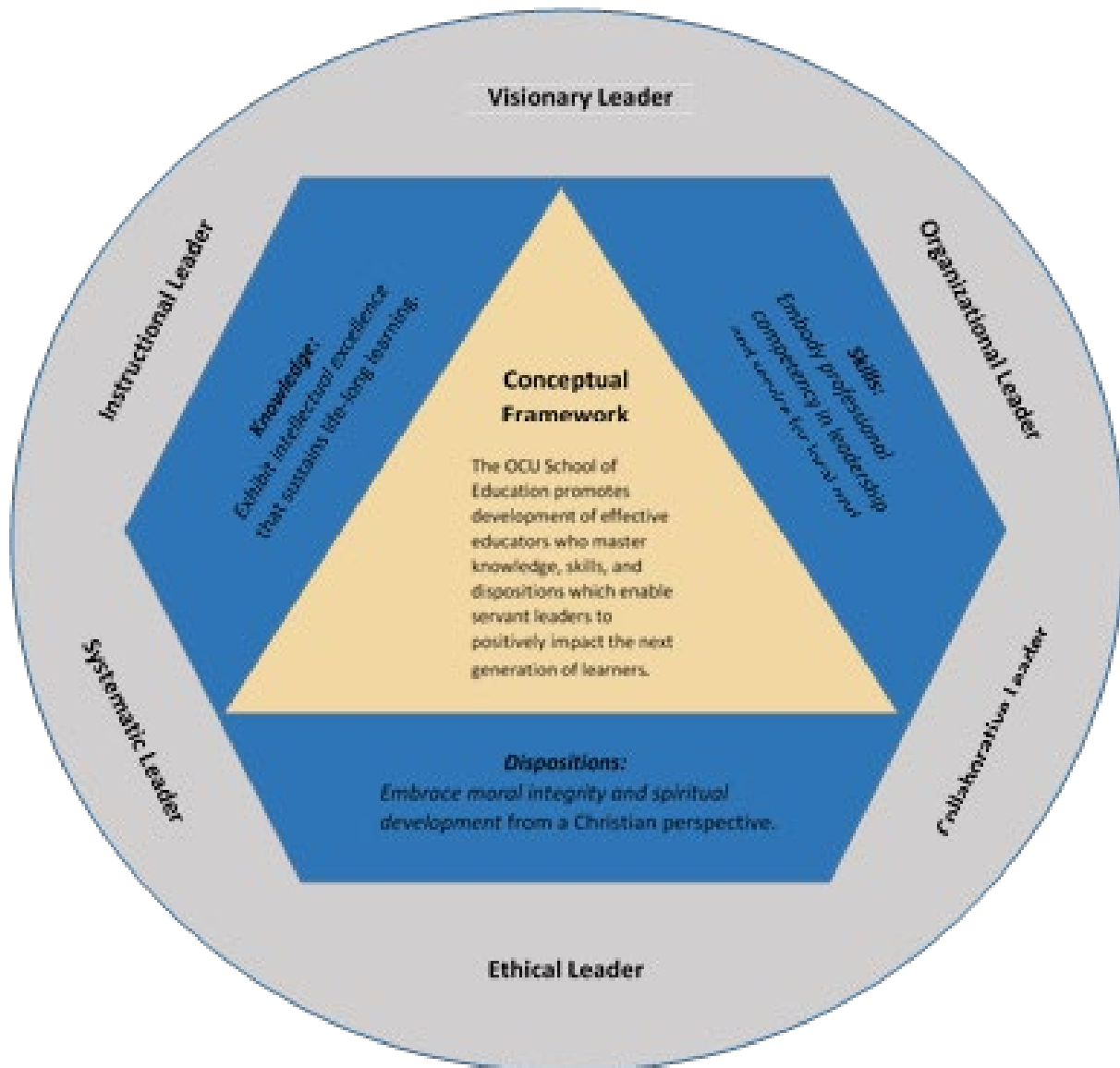
- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

## **Conceptual Framework OCU School of Education Advanced Programs**

SOE Conceptual Framework Components

1. Skills
  - 1.1 Technological Skills
  - 1.2 Pedagogical proficiency
2. Disposition

- 2.1 Promotion of ethical and moral values
- 2.2 Community service through positive leadership
- 2.3 Lifelong learning and Collaboration
- 3. Knowledge
  - 3.1 Knowledge of Student
  - 3.2 Knowledge of Content



### Courseware Usage

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