LDR 705 Foundations of Leadership

Fall 2019 Online
Oakland City University
School of Education
Doctoral Studies

Professor Contact Information

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Course Description

This course deals with the historical, psychological, and sociological basis of leadership and the interpretation of modern leadership roles and problems through a philosophical and sociological perspective. Students will also develop or refine their own reflective philosophies of leadership as a values component in the decision-making process. Students are to reflect on the mission of their own organizations and the OCU mission as they relate to individual leadership. (3 credit hours)

Diversity in the OCU 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 manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education (SOE), SOE has a primary goal that encourages and supports an environment which presents and values diversity defined in accordance with NCATE Professional Standard 4. As such, "diversity" is defined 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 candidate will develop and/or demonstrate a knowledge and understanding of the skills involved in the objectives and outcomes as presented and develop a positive attitude and values regarding the following as they apply to the specific objective or role (and its importance) as an educational leader.

Learner Outcomes

The candidate will be able to:

1. Demonstrate understanding of the historical, psychological, and sociological basis of leadership and the interpretation of modern leadership roles and problems through a philosophical and sociological perspective.

2. Model personal behavior that sets the tone for all relationships in the organization, including modeling professional, ethical, and respectful behavior at all times and expecting the same of others.

Instructional Design

Students will be expected to engage in the following methods for learning:

- course text & readings
- group online discussions
- Interviews
- independent research and writing

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at OCU City University. Resources may be accessed electronically through oak.oak.edu/ or by coming to campus (605 W. Columbia Street, Oakland City, IN 47660).   Questions or comments regarding library services may be directed to (812) 749-1269 or by visiting oak.oak.edu/ask.htm.

E-Learning Center

The E-Learning Center can be accessed from the Library homepage, or from elearning.oak.edu.

Required Textbooks

Kouzes, James, and Posner, Barry. 2012. *Learning Leadership: The Five Fundamentals of Becoming an Exemplary Leader*. Jossey-Bass Publishing. ISBN: 978-1119144281.

Course Policies

- **Engagement** – Students are expected to read, research, answer, participate, and contribute to the success of this online course. Remember that this is a leadership class; your online comments and work products should be relevant and focused on the topic.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty. 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. Candidates guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – OCU actively supports the Americans with Disabilities Act (ADA) which protects qualified individuals with disabilities from discrimination. OCU will work with individuals to provide reasonable accommodations as provided by the ADA. If you desire class accommodations, contact the *Office for Campus Life* at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

- **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.

- **Respect for Divergent Viewpoints** – Appropriate respect for each other even when divergent viewpoints are expressed is expected. Such respect does not necessitate agreement with or acceptance of divergent viewpoints.

- **Document Formatting** – In order to prepare for production of your dissertation, assignments must be formatted using APA Style and the current edition of the style manual used in the School of Education. Basic formatting protocols that should be followed for this course include:
    - Times New Roman, 12 point font, 1.5" left and 1" margins elsewhere
    - Double spaced, 2 spaces following a period, use the Oxford comma
    - Paginate in lower right corner, aligned with the margin; beginning with the first page of text (do not number the cover page)
    - Cover page is to follow the School of Ed guidelines as well
    - When submitting assignments electronically for class, label submissions with course alpha-numeric, unit number, assignment name, and student name: ex – *LDR 705 Unit 1 Journal Chapter 1 - Mary Smith*
    - Again, a quality e-resource you may find helpful is Purdue University's OWL: https://owl.english.purdue.edu/owl/resource/560/01/#resourcenav

Grading Approach

You may find that the expectations in this class for spelling, grammar, punctuation, etc. are higher than you anticipated. An average grade in grad school is at the "B" level, not the standard "C" that is utilized in an undergraduate program.

As a foundational component of your pursuit of a graduate or post-graduate degree, the assignments required in this course are preparing you not only conceptually for future leadership roles, but also for the completion of your dissertation. In general, remember that you are completing work at the postgraduate or terminal degree level, for which expectations of quality are heightened above those found at the undergraduate level.

In general, assignments will take the form of discussion posts and formal papers. Grading rubrics for those two types of assignments appear below.

Discussion Post Grading

Weekly Online Discussion Grading Rubric (9 points)				
Discuss and interact with classmates and the professor on identified readings, questions, and media.				
Indicator	C to C+ **Minimal** Little to no evidence of addressing the indicator. **2 pts**	B- **Basic** Evidence addresses the indicator at an acceptable level. **2.4 pts**	B to B+ **Proficient** Evidence addresses the indicator at a high level. **2.6 pts**	A- to A **Mastery** Evidence addresses the indicator at a consistently high level. **3 pts**
Posting followed directions and all components were submitted (1.4 & 1.6)				
Sufficient dialogue with classmates in Discussion Forums which added to the discussion (1.1, 1.2, & 1.5)				
Modeled professional behaviors (1.3)				
Total Score ÷ 3 & Grade				

All papers will be graded with the following content weighting as a general guide:

Paper Grading Rubric			
Value of Assignment	**20**	**40**	**100**
Introduction & Conclusion	10%	2	4	10
Sources & Citations (when appropriate)	10%	2	4	10
Grammar, Usage, Spelling, & Typos	15%	3	6	15
Organization & Paragraph Formation	25%	5	10	25
Thesis & Argument	40%	8	16	40
	100%	20pts	40pts	100pts

Specifically, the following expectations will be considered when grading:

Grading Scale

93-100% = ***Excellent*** – "A" or "A-"
- completes all the requirements of the assignment with sophisticated, complex discussion of the topic at the level expected of a graduate student
- fully controls the thesis throughout the essay and displays quality content, and clear and logical organization
- makes fully developed assertions and/or draws logical conclusions supported by evidence
- the writing is perfect (or near perfect) with no grammar, spelling, usage errors, or typos
- negligible or no revision necessary to meet expectations of a graduate level document

81-92% = ***Average*** – "B+", "B", or "B-"
- meets the basic guidelines of the assignment to display quality content & organization, but some errors in logic and clarity; lacks sophistication
- thesis is identifiable, but occasionally strays off topic
- some organization problems, but generally clear content
- generally writes with complex sentence structure and language with few grammar, spelling, or usage errors that are not distracting
- minimal revision is necessary to elevate to the expectations of a graduate level document

73-80% = ***Below Average*** – "C+" or "C"
- completes the majority of the requirements of the assignment
- thesis is generally clear, but may be lost at times with some attempts to synthesize complex ideas that is not sustained
- content, organization, and style lack consistency, and may not reflect a high level of critical thinking
- grammar, spelling, or usage errors can be distracting
- revision is required to elevate to the expectations of a graduate level document

Writing a Quality Paper
- Clarify your understanding of the assignment before you begin ○ Clarify exactly what you are being asked to do
- Have you read all necessary materials (assignment directions, syllabus, text, PowerPoint, course shell materials, etc.), and conducted additional research as necessary to confirm facts or to back-up your argument?
- Identify your main topic or thesis statement, and the cogent points which support it ○ Consider utilization of an outline to aid your organization (see below example)
- Define a clear topic or thesis statement
- Identify the main sub-topics
- Determine a minimum of 2 points for each sub-topic
- Summarize and provide a conclusion ○ Example - Repeat as necessary
  Main Idea #1
      Supporting Idea #1
          Detail or example
          Detail or example

Supporting Idea #2
Detail or example
Detail or example
<u>Main Idea #2</u>
Supporting Idea #1
Detail or example
Detail or example
Supporting Idea #2
Detail or example
Detail or example

- ▪ Compose the Introduction
  - o Purpose is to "introduce" the reader to what is about to be read
- ▪ Provide context or background for your thesis to set the mood, provide historical basis etc.; what is your angle on this topic?
- ▪ If a complex essay, you might include a brief summary of the structure of the paper to help the reader understand where you are going with the content (like a roadmap of the major concepts/points you will address)
- ▪ Conclude the introduction with a transition into the first main sub-topic o Estimate introduction length as approximately 10% of the overall paper
- ▪ For a 10-page paper, the introduction should be about a page long
- ▪ For a paper less than 5 pages, your introduction may be only a single paragraph
- ▪ Compose your conclusion
  - o In the case of persuasive and informational papers, ask yourself if you have acquired sufficient evidence to support the conclusion you are drawing
  - o In the case of reflective papers, the conclusion should summarize the lesson learned or main point you wish to make
- ▪ Consider your audience o Defining terms may be necessary for content that is specialized
  - o Always write out an acronym the first time it is used [i.e. The American Medical Association (AMA)]
- ▪ Avoid repetitive word use; consult a thesaurus when necessary
- ▪ Do not assume that every synonym is an appropriate substitution which can be used interchangeably
- ▪ Ensure you are thoroughly familiar with <u>all</u> words you use ▪ Avoid fluff – if a section doesn't add to your argument, cut it
- ▪ Ensure you allow sufficient time to edit and revise your work before submission
  - o Allow for time to elapse between proofing efforts – stepping away can allow you to see things previously overlooked
  - o Try reading it aloud to yourself or someone else – it can help you identify poorly structured sentences, cut and paste errors, etc.

Tentative Course Schedule

Week	Topic(s)	Reading(s)	Assignments	Due
1	Orientation	PP: Orientation Text: Intro & Chapter 1	Visioning – 40 pts Journal Post: Introduction – 9 pts	Sunday October 20th
2	Leadership Theories	PP: Leadership Theories Text: Chapters 2&3	Personal Leadership – 40 pts Journal Post: Self Reflection – 9 pts	Sunday October 27th
3	Motivation	PP: Power & Motivation Text: Chapters 4-6	Influential Leader – 40 pts Journal Post: Emotional Intelligence – 9 pts *[Select Leaders & Identify Questions for Later Interviews]*	Sunday November 3rd
4	Organizational Leadership	PP: Organizational Leadership Text: Chapters 7-9	Perceptions of Others – 40 pts Journal Post: Feeding the Wolf – 9 pts *[Conduct Leader Interviews]*	Sunday November 10th
5	Leadership Communication	PP: Leadership Communication & Challenges Text: Chapters 10-13	A New Leader – 40 pts Journal Post: Learning from Failure – 9 pts *[Compile Interview Dialogue Notes]*	Sunday November 17th
6	Mentors & Feedback	PP: Mentors & Feedback Text: Chapters 14-16	Journal Post: Leadership Feedback – 9 pts *[Draft Interview Paper]*	*[Thanksgiving]* Sunday November 24th
7	Managing Conflict & Leading Change	PP: Managing Conflict & Leading Change Text: Chapters 17-20	Journal Post: Constructive Criticism – 9 pts Finalize & Submit Leader Interview Paper – 80 pts	Sunday December 1st
			Deadline for Grade Posting	Friday December 6th

Course Assignments and Assessments

The five Kouzes & Posner practices identified in the initial unit should be utilized as you consider assignments and engagement throughout this course.

Late Work

Unforeseen events occur; however, how often would your boss let you forget something for work, arrive late, leave early, not get something to him/her, before you are fired? There will be a lot of work to turn in for this course, and this must be planned and scheduled along with your job, family, and other commitments. As a result, you will be allowed a one-time, one-week extension without penalty; please use this extension wisely.

Assignments

> **Weeks 1-7: Weekly Submissions of Online Discussion Journal Posts** - 63 points (7 separate assignments @ 9 points each)

See grading rubric provided on page 4 *Learning*
> *Outcomes:*
>> *Model personal behavior that sets the tone for all relationships in the organization, including modeling professional, ethical, and respectful behavior at all times and expecting the same of others.*
>> *Utilize reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading organization improvement efforts.*

Week 1: Visioning Paper - 40 points
> Develop a 6-8 page paper which includes your responses to the following questions.
> 1. What's been your greatest contribution to your family? Why?
> 2. What's been your greatest contribution to those you've led? Why?
> 3. What's been your greatest contribution to your employer or volunteer organization? Why?
> 4. What's been your greatest contribution to your community? Why?
> 5. What are you most proud of in your life? Why?
> 6. What is your ideal work community/group? Ideal group outside of work?
> 7. What are your immediate hopes/dreams/aspirations?
> 8. When you project this into the future 10-15 years, what does your life look like?
> 9. What have you been able to do short term, to help you fulfill this vision?
> 10. What short term goals do you still need to be working on to help you fulfill your vision?
>
> *Learning Outcome:*
> *Define personal leadership beliefs, values, goals, and compose a personal philosophy of leadership using knowledge, skills, and experience presented in the course.*

Week 2: Personal Leadership Theory – 40 points In 6-8 pages convey the following information:
> ▪ Identify your personal Core Values (3-5)
> ▪ Solidify your personal Vision, from earlier Visioning Paper
> Respond to the following questions:
> ▪ What do you believe are the traits of a successful leader?
> ▪ What are the skills necessary to successfully lead?
> ▪ What is your status with regard to possession of the necessary traits and skills?
> ▪ Be sure to define the terms you utilize
>
> *Learning Outcome:*

Define personal leadership beliefs, values, goals, and compose a personal philosophy of leadership using knowledge, skills, and experience presented in the course.

Week 3: Influential Leader - 40 points

Develop a 6-8 page paper about a person who is, or has been, a very influential leader. This must be a specific person you have met and spent significant time with. Include the following content in your paper:
- Identify the person
- Explain the way you got to know him/her and how long (years, or months, etc.) have you known the person
- Describe your reasoning for viewing him/her as an influential leader
- Specifically explain his/her leadership skills as they relate to the 5 practices
- Explain any leadership skills you believe this person could improve upon
- Provide details regarding the ways you would like to emulate him/her
- Explain whether or not you believe you are prepared to emulate this leader and why

Learning Outcomes

Demonstrate an understanding of the historical, psychological, and sociological basis of leadership and the interpretation of modern leadership roles and problems through a philosophical and sociological perspective.

Utilize reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading organization improvements efforts.

Week 4: Perceptions of Others – 40 points
- Ask 19 people to describe you <u>in one word</u>. You may utilize friends, relatives, coworkers, etc. Choose whomever you like, but select people who know you well and with whom you interact with regularly.
- Describe yourself in one word and add it to the list, as #20.

In your paper, list the twenty words above, and then respond to the following:
- Were you surprised by the words people gave you? Why or why not?
- Identify all words which were associated with the 5 practices. If you didn't have words associated with the 5 practices, what do you believe you can you do to influence those close to you to use "leadership" words about you?

Learning Outcomes:

Model personal behavior that sets the tone for all relationships in the organization, including modeling professional, ethical, and respectful behavior at all times and expecting the same of others.

Utilize reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading organization improvement efforts.

Week 5: As a New Leader – 40 points

What does an administrator in a new leadership position do during the first three months on the job? This assignment is to identify successful leadership strategies to use during the first 90 days of an administrative position and create a timeline for their implementation. Reflecting on previous coursework and personal experiences develop a 6-8 page paper which includes the following.

1. Describe the new leadership position (i.e. Assistant Principal of a K-5 school where you have never worked before…)
2. Identify what you will do during your first 90 days and explain your reasons why these actions are most important to success
3. Create a timeline for implementing the actions you have identified over the course of your first 90-days

> *Learning Outcomes*
> *Demonstrate an understanding of the historical, psychological, and sociological basis of leadership and the interpretation of modern leadership roles and problems through a philosophical and sociological perspective.*

Week 6 & 7: Leader Interviews - 80 points

Interview two senior level leaders concerning their views on leadership and leadership development. Choose leaders with titles such as: superintendent, principal, trustee, CEO, President, VP, Dean, etc.

Interview Expectations:
- Interviews should be conducted in-person, or via electronic means (Skype/ FaceTime/ etc.)
- You may conduct by phone if absolutely necessary, but only for one of the interviews
- You may not use email as the means for "interviewing"
- Each interview should be no longer than 45 minutes in duration;
- Prepare the interview questions prior to the interview and replicate the questions for consistency across both interviews
  - At least one question must relate to the leadership duties of the person
  - At least one question must be related to leadership and diversity; diversity as defined in terms of the following: race, gender, ethnic group, age, sexual orientation, religious affiliation, or socio-economic standing)

Paper Guidelines:
- Over all, the paper is to be 1500-1750 words [Confirm your word count in MSWord by clicking -- Review: Word Count]

- Include the interview dialogue notes; you are <u>not</u> required to audio record and transcribe due to the time involved, but you are encourage to audio record for your own review later, as it is very difficult to maintain quality notes during an oral interview
- Provide an explanation of why you chose who you identified to interview
- Identify additional leaders you considered, and why you ultimately did not select each person
- Discuss how the responses align with or are opposed to those expressed in class materials
- Explain how your personal beliefs of leadership agree or disagree with those you interviewed
- Present a narrative summary of your thoughts of the overall experience

- To simulate (to a degree) the interview process you would utilize in a dissertation experience, format the interview with the following headers <u>preceding</u> each interview dialogue notes (the bullets in italics below):
  - *Interviewee Identifier:* A1
  - Create a code key and assign each interviewee a number, letter, or combination; the author retains the key to ensure anonymity of interviewees
  - *Position:* Dean, 5 years
  - Identify title and number of years in that leadership position
  - *Length:* 58 minutes
  - Define length of interview
  - *Method of Interview:* Face-to-face
  - In person, by phone, via Skype, etc.
  - *Date: 11/21/17*
  - The date the interview took place
- The interview dialogue with each interviewee should follow the above identifiers:
  - *PQ: Do you have any questions about this interview before we begin?*
  - Identify the interviewer's initials, followed by a colon and the question
  - *A1: No. None at this time*
  - Identify the interviewee by the code, followed by a colon and their response
  - Continue this way until the dialogue notes are completed
- When all interviews are compiled as explained above, follow with your summary, written in regular narrative form, following the formatting guidelines provided earlier in the syllabus
- Provide a Bibliography or Reference List if appropriate

> *Learning Outcomes*
> *Demonstrate an understanding of the historical, psychological, and sociological basis of leadership and the interpretation of modern leadership roles and problems through a philosophical and sociological perspective.*
> *Model personal behavior that sets the tone for all relationships in the organization, including modeling professional, ethical, and respectful behavior at all times and expecting the same of others.*

Define personal leadership beliefs, values, goals, and compose a personal philosophy of leadership using knowledge, skills, and experience presented in the course.

Additional Content of Possible Interest

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association. ISBN: 9781433805615

Bolman, L. G., & Gallos, J. V. (2011). Reframing Academic Leadership. San Francisco, CA: John Wiley. ISBN: 9780787988067

Charan, R. (2011). The Leadership Pipeline: How to build the leadership powered company. Wiley. ISBN: 9780470894569

Drucker, P. (2006). The Effective Executive: The definitive guide to getting the right things done. ISBN: 0060516070

Kouzes, J. and Posner, B. (2017). The Leadership Challenge. Wiley. ISBN: 9781119278962

Lencioni, P. (2002). The Five Dysfunctions of a Team. Wiley. ISBN: 0787960756

Watkins, M. (2013). The First 90 Days. Harvard Business Review Press. ISBN: 9781422188613

School of Education Content

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for graduate programs is as follows and will be used to calculate your final course grade.

	Graduate Grading System		
Points	**Grade**	**Value**	**Definition**
≥97%	A	4.0	Superior
93-96%	A-	3.7	Excellent
89-92%	B+	3.3	High Average
85-88%	B	3.0	Average
81-84%	B-	2.7	Low Average
77-80%	C+	2.3	Below Average, Counting as Graduate Credit
73-76%	C	2.0	Below Average, Counting as Graduate Credit
≤72%	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Targeted Standards of Course Learning

The following standards are applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Vision Statement

To become a leading faith-based university that provides a Christian learning environment preparing candidates for service.

OCU Mission Statement

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

Mission of the School of Education

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

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

Conceptual Framework (Program Goals and Content Standards)

OCU Ed.D. Program Goals applied to this course:

The Leader as servant leader, conveyor and facilitator of knowledge and heritage will:

- Use their role as human capital manager to drive improvements in leader effectiveness and achievement. (IDOE Standard 1, ELCC Standards 3, 7)
- Model personal behavior that sets the tone for all relationships in the organization. (IDOE Standard 3, ELCC Standards 5, 7)
- Build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. (IDOE Standard 4, ELCC Standards 4, 6, 7)

Content Standards

IDOE standards specifically applied in the course:

Standard 1: Human Capital Management

Note: Option II and option III candidates should substitute the term "school district level leader" with "Deanship" and "Manager/CEO" respectively for their program goals as applied to this course.

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement, including recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission.

Standard 3: Personal Behavior

Leaders model personal behavior that sets the tone for all student and adult relationships in the district, including:

- 3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behaviors from others.
- 3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center.
- 3.4 going above and beyond typical expectations to attain goal, taking on voluntary responsibilities that contribute to district success, and taking risks to achieve results.
- 3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading district improvements efforts.

Standard 4: Building Relationships

 Leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, candidates, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites).

SPA (ELCC) standards specifically applied in this course:

An educational leader who guides, facilitates, and supports the success of all learners by:

- Managing operations and resources to provide a safe, efficient, and effective learning environment. (ELCC Standard 3: Management)
- Practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs. (ELCC Standard 4: Communication and Collaboration with Communities)
- Personally demonstrating and promoting honesty, fairness, and professional ethics. (ELCC Standard 5: Acting with Honesty, Fairness, and Professional Ethics)
- Understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations. (ELCC Standard 6: The Political, Social, Legal, Economic, and Cultural Environments)
- An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate). (ELCC Standard 7: *Internship Practicum (Field Experience) of Standards*-based Work in Real Settings)

School Leader-District Level Educator Standards

 (Adapted from Indiana Department of Education, Indiana Content Standards for Educators, and School Leader- District Level)

- Standard 1: Human Capital Management - School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.
- Standard 2: Instructional Leadership - School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- Standard 3: Personal Behavior - School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.
- Standard 4: Building Relationships - School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

- Standard 5: Culture of Achievement - School district leaders develop a district wide culture of achievement aligned to the district's vision of success for every student.
- Standard 6: Organizational, Operational, and Resource Management - School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes

Educational Leadership Constituent Council (ELCC) Standards
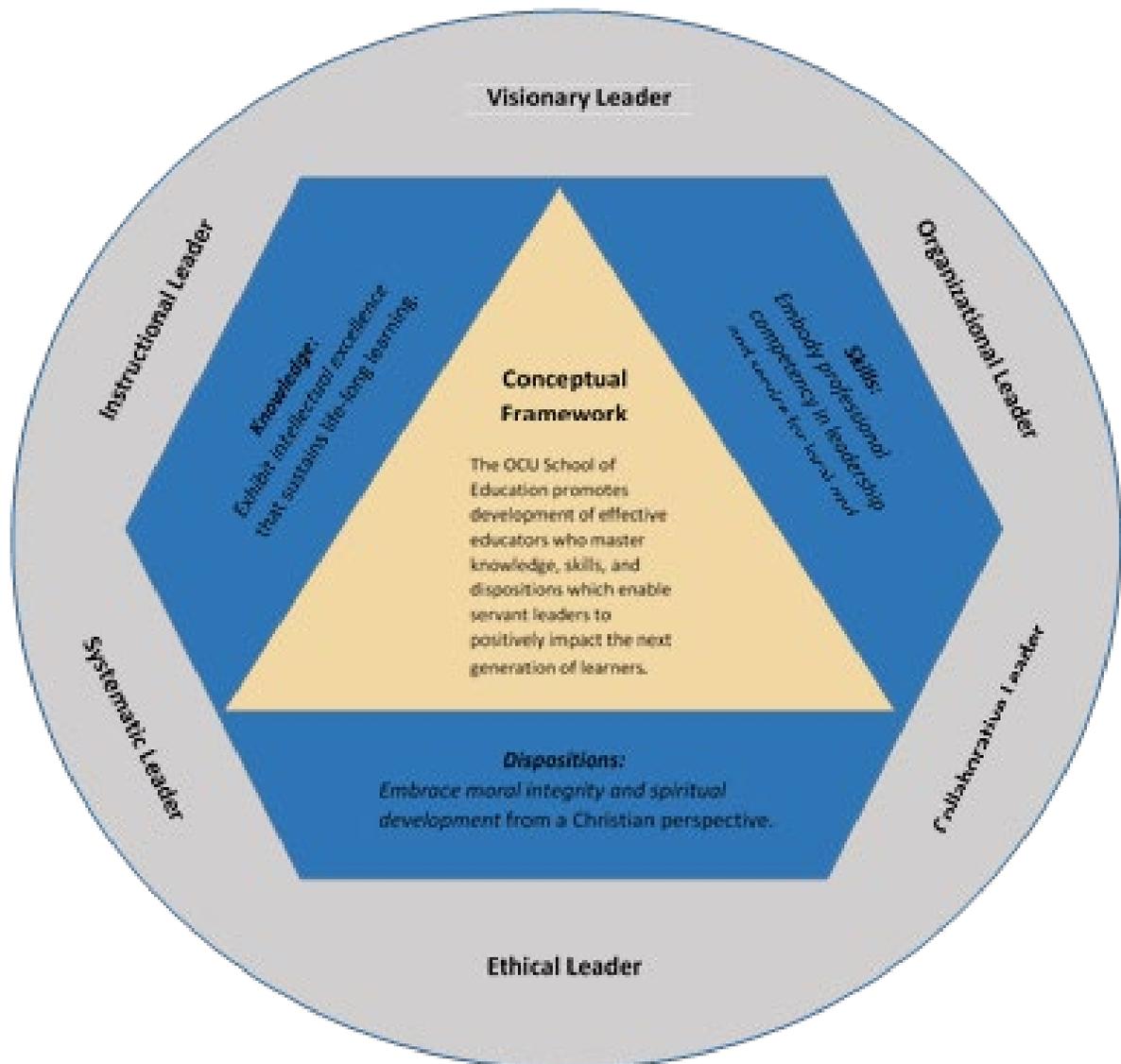- Educational Vision – An educational leader who guides, facilitates, and supports the success of all learners by developing, articulating, implementing, and evaluating an educational vision that is shared and supported by the greater school community.
- School Culture – An educational leader who guides, facilitates, and supports the success of all learners by advocating, nurturing, and sustain a school culture that is shared and supported b the greater school community.
- Management – An educational leader who guides, facilitates, and supports the success of all learners by managing operations and resources to provide a safe, efficient, and effective learning environment.
- Communication and Collaboration with Communities – An educational leader who guides, facilitates, and supports the success of learners by practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs.
- Acting with Honesty, Fairness, and Professional Ethics – An educational leader who guides, facilitates, and supports the success of all learners by personally demonstrating and promoting honesty, fairness, and professional ethics.
- The Political, Social, Legal, Economic, and Cultural Environments – An educational leader who guides, facilitates, and supports the success of all learners by understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations.
- Internship Practicum (Field Experience) of Standards-based Work in Real Settings – An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate).

Conceptual Framework OCU School of Education (SOE) 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

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.

Conceptual Framework

Knowledge: Exhibit intellectual excellence that sustains life-long learning.

Skills: Embody professional competency in leadership and service for local and

Dispositions: Embrace moral integrity and spiritual development from a Christian perspective.

Visionary Leader
Organizational Leader
Collaborative Leader
Ethical Leader
Systematic Leader
Instructional Leader

Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, OCU City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

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