EDUL 7033: Leadership

Department of	Educational Leadership & Counseling	Education College of	

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Office Hours:	Thurs- 10am to 6pm (dissertation students only) Fri – 1-5:30pm; Sat- 12-2pm and 5-6:30pm.
Virtual Office Hours:	By ecourses email – responses will be given within 48 hours of receipt of email.

Course Location:	**Delco 242 – Friday class** **Juvenile Justice Bldg 363 – Saturday class**
Class Meeting Days & Times:	Friday – 5:30 to 8:20pm Saturday – 2 to 4:50pm
Course Abbreviation and Number:	EDUL 7033
Catalog Description:	Designed to provide students with the history, development and understanding of scientific leadership and issues confronting modern and contemporary leadership through a review of research, literature, and the examination of great personalities in education, business, industry, philanthropy, government, environment and politics, including women and other minorities. Prerequisite: Admission to the doctoral program.

Prerequisites:	Admission into the doctoral program
Co-requisites:	

Course Texts:	*Leadership: Theory and Practice* by Peter G. Northouse (2012) ISBN 978-1-4522-0340-9. *Now Discover Your Strengths* by Marcus Buckingham and Donald O. Clifton, Ph.D. ISBN 0-7432-0114-0 ***(must purchase a new book for personal survey to work).** *Peaks and Valleys* by Spencer Johnson ISBN 978-1-4391-0325-8 (iREAD Selection)

Recommended Text:	Publication Manual of the American Psychological Association (6th ed.). Washington, DC.

Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:

The goal of this course is to prepare and equip educational leaders with the ability to examine the history, development and understanding of scientific leadership and issues confronting modern and contemporary leadership through a review of research, literature, and the examination of great personalities in education, business, industry, philanthropy, government, environment and politics, including women and other minorities.

NCATE/ELCC Standards met: ELCC 1.4b and ELCC 1.1a

At the end of the course, students will complete a research paper that reflects their understanding of theory and research related to organizational and educational leadership (ELCC 1.4b) Students will develop and submit a leadership philosophy statement that promotes the success of all students (ELCC 1.1a).

		Alignment with Academic Program		Alignment with Core Curriculum
1	Candidates will have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. NCATE Standard 5:	Outcome 1: Candidates will become scholar-practitioners or practitioner-scholars who *can develop, support, and/or influence the accomplishment of* visions, missions, goals and objectives at the organizational, district and/or system levels.		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

    Exercises – written assignments designed to supplement and reinforce course material

    Projects – web development assignments designed to measure ability to apply presented course material

    Class Participation – daily attendance and participation in class discussions and online forums

Grading Matrix

Instrument	Value (points or percentages)	Total
(1) Leadership Characteristics Research Paper/Study of Studies	20%	20
(2) Book Review	10 %	10
(3)Journal	10 %	10
(4) Leadership Strengths Project	10 %	10
(5) Philosophy of Leadership	20 %	20
(6) Class Participation/ Discussion board	10%	10
(7) Quizzes	10%	10
(8). Final	10 %	10
		100

Grade Determination:

A = 95-100 pts;
B = 85 –94 pts;
C = 75-84 pts;
D = 65-74 pts;
F = 64 pts. or below

Course Procedures

Saturday		COURSE CALENDAR
Class #1	8/31	Overview of Syllabus/ Pretest
Class #2	9/7	Rational for choosing the five characteristics of a strong leader (1 page). Remember, at this point, you have not completed the research…you want to emphasize why you are curious **(Read Leadership chapter 1 and 2) (1st Journal Entry)**
Class #3	9/14	Take survey-Leadership Strength's Project. Analyze Leadership Strength's Report. What are the pros and cons? Where do you go from here? Be prepared to discuss your findings via the posted forum. Report should be 2-3 pages. Code is in the back of the book-MUST BE A NEW BOOK for code to work **(Read Leadership Chapter 3) (2nd Journal Entry)** **Written Analysis of Strengths Profile due 9/14/12**
Class #4 web-enhanced	9/21	**(Case Study/(4th Journal Entry)(Read Leadership Chapter 4 and 5) (3rd Journal Entry)** **Quiz #1**
Class #5	9/28	Part One: Present in a PP a summary of the five leadership traits/characteristics you have chosen with connections to your extraordinary leader. Each leadership characteristic should be given at least one dedicated slide. Your presentation should be no more than 12 slides and should take no

	longer than 10 minutes. (**Read Leadership Chapter 6) (4th journal entry)**
Class # 6 10/5 web-enhanced	(**Read Leadership Chapter 7 and 8) (5th Journal Entry) Quiz #2**
Class # 7 10/12 web-enhanced	(**Read Leadership Chapter 9 and 10) (6th Journal Entry) Book Review due 10/13/12**
Class #8 10/19	Part Two: Present in a PP a summary of the characteristics and significance of your extraordinary leader. Look at his/her qualities through the lens of one Leadership Theory. On a separate slide write the specific character traits and theory that best explains your extraordinary leader's qualities and accomplishments (10 minute presentation). The ten-page paper should also clearly explain the theory (10 references).**Case study (Read Leadership Chapter 11) (7th Journal Entry) Quiz #3**
Class 9 10/26	Lecture/Leadership philosophy. Based on your strengths profile and research on one extraordinary individual, develop your personal leadership philosophy (1-3 pages - 5 citations). Be prepared to share reflections. Your philosophy should be memorized. **Philosophy due 10/26/12**
Class 10 11/2 web-enhanced	(**Read Leadership Chapter 12 and 13) (8th Journal Entry) Quiz #4**
Class #11 11/9	Research Day at Library - Must research 10 peer reviewed articles connected to research paper (**Read Leadership Chapter 14 and 15)(9th Journal Entry)**
Class #12 11/16 web-enhanced	**Case study (10th Journal Entry) Quiz #5**
Class #13	No class Thanksgiving
Class # 14 11/30	**Research paper due** /Paper presentation (5-10 minutes)
Class #15 TBA	Final

Submission of Assignments:
Important Note – You will be choosing 5 leadership traits/characteristics from the list below. The majority of your assignments for this course will require connections back to the five characteristics you chose. The characteristics will be assigned on a first come, first served basis. You must email your chosen characteristics via ecourses email by September 4th. A one page summary of why you chose those characteristics is due September 7th.

Personal Achievement
1) **Devotion to Life**
2. **Recognize Shortcomings**
3. **Belief**
4. **Define Your Mission**
5. **Charismatic**
6. **Become an Expert in Your Calling**
7. **Assurance**
8. **Become Educated**
9. **Achieve**
10. **Self-Worth**
11. **Learn**
12. **Discipline**
13. **Keep a Positive Circle**

Build Effective Teams
14. **Listen**
15. **Utilize Effective Orators**
16. **Motivate**
17. **Endure**
18. **Sensitive**
19. **Innovative**
20. **Strategic Thinkers**
21. **Hire Right**

See the Vision
22. **Clear Vision**
23. **See a Different Outcome**
24. **Think Differently**
25. **Look Forward**
26. **Compassion**

27. **Imagine**
28. **Know Value**
29. **Change**
30. **Focus**

Success in Difficult Situations
31. **Courage**
32. **Adaptable**
33. **Stay with the Plan**
34. **Self-Reliant**
35. **Fair**
36. **Positive**
37. **Desire Greatness**
38. **Believe in Yourself**
39. **Reason**
40. **Bold Convictions**

Extraordinary Leadership
41. Integrity
42. Share
43. Develop Others
44. Responsible
45. Desire to Serve Others
46. Inspire
47. Take Risks
48. Make Smart Decisions
49. Selfless
50. Wisdom

1) **Research Paper/Study of Studies (20%)** **Due November 30th****:** Using the five characteristics you chose, you will complete do a study of studies. The goal of the assignment is to provide evidence that the characteristics chosen are true proven traits of a strong leader. Be sure to carefully read the instructions below in order to accurately complete all parts of the assignment. You will continue to use the same five characteristics for other assignments in this course.

Doing a study of studies involves four things: Identifying a problem area of interest within the discipline of leadership; reading and abstracting original research reports which describe investigations related to each characteristic of leadership chosen; studying these reports carefully to determine what conclusions are warranted; and preparing a paper reporting your study.

Each abstract must:

The Problem: You will select five characteristics from the list provided. In all probability, you will have to read several research reports to get a "feel" for the kinds of studies that have been done. You will create an abstract for each of the characteristics studied.

Reading and Abstracting Studies: Read only original research reports. Published opinions, descriptions or current practice, or "idea" articles are not research. An original research study has sufficient details and specific language so that you are able to use direct quotations to provide information on 1) the statement of the problem investigated, 2) the research questions or hypotheses, 3) the methodology for answering those questions, 4) the findings, and 5) the conclusions.

 After you identify an article that definitely is an original research report, abstract it very carefully by including the five aspects listed above (use *direct quotes* for this section). In general, this abstract should not exceed 200-400 words (one page, single spaced). Avoid distorting the author's ideas by staying as closely as possible to his/her terminology, etc. In other words, use **direct quotations**. Additionally, for each characteristic abstracted, provide an example of a leader who exhibits those characteristics by providing a direct quote from or about that leader, showing the connection to the characteristic.

 Studying the Studies: After you have read and abstracted your research, review all of the abstracts several times and note the consistencies and inconsistencies that occur. In what ways do the reports agree? Where do they differ? What problems are supportive from the research that you have read? The idea is to

become very familiar with some of the best research available on a given topic.

 Writing the Report: In preparing a report of your study of studies, indicate first a brief statement of the problem area, then report each abstract, and last, prepare a final section in which you point out what this research means. A reader should be able to read your abstracts and study your conclusions to see whether or not your generalizations are supportable by your data (the abstracts). The abstract data must be direct quote that make your point.

 In Sum: (1) Provide a one-page introduction to the problem that you are investigating (what it is, why important, etc.). (2) Place five one page abstracts immediately after the introduction. The abstracts should include: statement of the characteristic investigated; research question; methodology; findings; and conclusion(s). (3) Finish with a three to four page summary and conclusion section, in which you tell what the research means and what implications there are for administrative practice. This final section is the most important and therefore will impact the overall grade more than any other section. In addition, a complete works cited page is expected to conclude your paper.

	Exemplary (5)	*Accomplished (2-4)*	*Developing (1-2)*	*Emerging (0-1)*
Quality of Information	*Information contained is directly related to the characteristics being discussed. Additional information serves to enhance the argument.*	*Most information contained is directly related to the characteristics being discussed. Additional information is limited or loosely related.*	*Half of the information is directly related to the characteristics being discussed. No additional supporting information is provided.*	*There is a lack of clarity with regard to the characteristics being discussed. Information contained is confusing and/or not related.*
Research Elements	*Characteristics are analyzed appropriately. Each characteristic is accompanied with the appropriate direct quotes. A balanced representation of all evidence is present.*	*Characteristics are analyzed and most are accompanied by supporting direct quotations. A somewhat balanced representation of all evidence is present.*	*Characteristics are analyzed but less than half of them are supported by direct quotations. A one-sided representation of the evidence is present.*	*Analysis of characteristics is limited. Argument is incomplete and/or unbalanced.*
Readability	*The essay does an outstanding job of informing the reader of the characteristics and contains excellent examples of leaders displaying said characteristics.*	*The essay does and adequate of job of informing the reader of the characteristics and contains adequate examples of leaders displaying said characteristics.*	*The essay informs the reader of the characteristics but does not contain examples and is dry and difficult to read.*	*The essay does a poor job of informing the reader of the characteristics and does not contain examples.*
Grammar/ Syntax	*No spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements are followed.*	*Minimal (1-4) spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements are followed.*	*A Moderate number (5-9) of spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Errors in formatting requirements are present.*	*More than 10 spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Formatting requirements were not adhered to at all.*

2) Book review on an extraordinary leader with connections to five leadership characteristics Due October 13th (10%):
An analytic or critical review of a book is not primarily a summary; rather, it **comments on** and **evaluates** the work in light of specific issues and theoretical concerns in a course, in this case, leadership. The literature review puts together a set of such commentaries to map out the current range of positions on a topic; then the writer can define his or her own position in the rest of the paper. **You will choose an extra-ordinary leader and read a book about that leader and their life.** Keep questions like these in mind as you read, make notes, and write the review. Report must be in APA format. A minimal of 1pt will be deducted for each APA, spelling, or grammar error.

1. What is the specific topic of the book or article? What leadership qualities emerged? What overall purpose does it seem to have? For what readership is it written? (The preface, acknowledgements, bibliography and index can be helpful in answering these questions. Don't overlook facts about the author's background and the circumstances of the book's creation and publication.)
2. Does the author state an explicit thesis? Does he or she noticeably have an axe to grind? What are the theoretical assumptions? Are they discussed explicitly? (Again, look for statements in the preface, etc. and follow them up in the rest of the work.)
3. What exactly does the work contribute to the overall topic of leadership? What general problems and concepts in your discipline and course does it engage with?
4. What kinds of material does the work present (e.g. primary documents or secondary material, literary analysis, personal observation, quantitative data, biographical or historical accounts)?
5. How is this material used to demonstrate and argue the thesis? (As well as indicating the overall structure of the work, your review could quote or summarize specific passages to show the characteristics of the author's presentation, including writing style and tone.)
6. Are there alternative ways of arguing from the same material? Does the author show awareness of them? In what respects does the author agree or disagree?
7. What theoretical issues and topics for further discussion does the work raise?
8. What are your own reactions and considered opinions regarding the leader? What leadership characteristics did you identify in your leader? Did your leader exemplify the characteristics you chose for your study of studies? How?

Criteria	Target (2pts)	Acceptable (1pt)	Unacceptable (0pts)
Content	Student adequately addresses all of the following: The specific topic of the book or articles; the leadership qualities that emerge and the overall purpose and theoretical assumptions of the book.	Student does not sufficiently address one of the following: The specific topic of the book or articles; the leadership qualities that emerge and the overall purpose and theoretical assumptions of the book.	Student does not address: The specific topic of the book or articles; the leadership qualities that emerge and the overall purpose and theoretical assumptions of the book.
Critical Thinking	Student adequately addresses all of the following: Alternative ways of arguing the perspective of the author or authors using the same material; the theoretical issues and additional topics for further discussion of the paper.	Student does not sufficiently address one of the following: Alternative ways of arguing the perspective of the author or authors using the same material; the theoretical issues and additional topics for further discussion of the paper.	Student does not address: Alternative ways of arguing the perspective of the author or authors using the same material; the theoretical issues and additional topics for further discussion of the paper.
Relevancy	Student sufficiently addresses the following: His or reactions and opinions regarding the leader; the leadership characteristics identify in the leader.	Student does not sufficiently address one of the following: His or reactions and opinions regarding the leader; the leadership characteristics identify in the leader.	Student does not address the: His or reactions and opinions regarding the leader; the leadership characteristics identify in the leader.
Organization	Presents the leader and topic with a well organized and logical analysis.	Analysis of leader and topic is present and somewhat organized, but makes logical jumps.	Analysis of leader and topic lacks focus and does not follow a logical thought progression.
Grammar/Syntax	No spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements are followed.	A Moderate number (1-7) of spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Errors in formatting requirements may also be	More than 10 spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Formatting requirements were not adhered to at all.

3) Keep a weekly journal of class notes, leadership moments (both positive and negative) , and reflections (10% total, one percent per entry): Your journaling will take place online. Specific questions and/or instructions will be present for each journal entry assignment. In addition, most journal entries will include the research of an article or current event each week. You are to summarize the major points of the article and state how the issue or policy impacts or impacted you personally and professionally.
Journal entries will only be accepted during the week they are assigned. Late submissions <u>will not</u> be accepted.

4) Leadership Strengths Project (10%) Due September 14th**:** Take the survey from *Now Discover Your Strengths* and discuss the impact and significance of your findings (Online submission of written analysis as well as an in class discussion of findings)

5) Personal Philosophy of Education (20 %) Due October 26th**:** This piece should address your role in society, actions that will be taken, and areas of growth/biases that exist for you. Be prepared to lead a short (5-10 min) discussion of what you've learned. Remember to be authentic, your classmates will appreciate and gain from your honesty.

	Exemplary (5 -7)	*Accomplished (2-4)*	*Developing (1-2)*	*Emerging (0-1)*
Quality of Information	*Information contained is directly related to the individual's personal education philosophy.*	*Most information contained is directly related to the individual's personal philosophy.*	*The information provided demonstrates limited personal understanding of their philosophy and its implications.*	*There is a lack of clarity with regard to personal philosophy being discussed.*
Critical Thinking Elements	*Individual demonstrates understanding and acknowledgement of the elements of their personal philosophy, including areas of growth and biases that may exist.*	*Individual demonstrates basic understanding and acknowledgement of the elements of their personal philosophy, including areas of growth and biases that may exist. There may be gaps in logic present.*	*Individual demonstrates limited understanding and acknowledgement of the elements of their personal philosophy, including areas of growth and biases that may exist. It is evident that the individual has not weighed all of the elements and developed realistic theories/strategies for personal growth.*	*Individual demonstrates very limited understanding and acknowledgement of the elements of their personal philosophy. They are unable to address areas of growth and biases that may exist.*
Presentation	*Individual presents their information in a very clear and authentic way. They are easy to understand and are able to answer questions showing their depth of personal understanding of their philosophy.*	*Individual presents their information in a clear but somewhat simplistic way. They are easy to understand but may have a limited ability to answer questions showing their depth of personal understanding of their philosophy.*	*Individual presentation is difficult to follow at times and requires frequent clarification. Shows a limited ability to answer questions showing their depth of personal understanding of their philosophy.*	*Personal philosophy is very difficult to follow throughout presentation. Individual is unable to provide adequate answers to clarifying questions about their philosophy.*

6) Participation, **Attendance, Online Forum (10%):**
> Each week that the class meets online, students are expected to participate in class discussions based upon the assignments posted on the online forum. Student statements posted to the online forum (responses) are expected to be supported by text or other professional material when applicable. Students are expected to participate in discussions on a weekly basis. To receive credit for forum postings, students must make the initial post during the topic week only and respond

to three other postings from classmates (In an effort to give students time to submit their responses, please submit your initial posting by the Wednesday before class). Initial late postings will not receive any credit, unless noted on the topic discussion or with instructor approval. Points will be deducted for tardiness and absences.

From time to time quizzes on course material may be given. All reading assignments must be completed prior to coming to class.

Exemplary (18-20pts)	Accomplished (15-17pts)	Developing (10-15pts)	Emerging (5-10pts)	Unacceptable (0-4pts)
Student participated meaningfully in all of the required online forum postings (8). Student was present at all face-to-face classes. Student turned in all work on time.	Student participated meaningfully in 6 of the 8 required online forum postings. Student was present at all face-to-face classes. Student turned in all work on time.	Student participated meaningfully in most (more than 4) of the required online forum postings (8). Student was absent from one face-to-face classes. Student turned in all work on time.	Student participated meaningfully in less than half (4) of the required online forum postings (8). Student was absent from more than two face-to-face classes. Student turned in most work on time.	Student did not participate in the online forum conversations, was frequently absent and did not turn work in on time.

7) Quizzes (10%):
Quizzes on course material will be assigned throughout the course. View the calendar and weekly checklists online for quiz dates and material covered.

8) Final: Details will be provided (10%)

Special Project. The special project assignments are 100% optional for students. A relevant project will be given and substituted for a predetermined assignment or assignments identified by the professor. Please note the professor does not always offer Special Project assignment options.

Late Work and Assignment Expectations: All assignments are due on the date posted online. Late submissions will only be accepted on a case by case basis with prior approval from the instructor. Failure to turn assignments in on time, may result in a failing grade for the course. ***All assignments are to be submitting using the ecourses online course website.*** Assignments submitted via email, may not be graded. All assignments must be completed in APA format and be free of grammatical errors. Proof reading assignments is essential to your success in this course. A minimum of one percentage point will be taken for every grammatical error present.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations and Journals
Administrative Science Quarterly
Administrator's Notebook
American School Board Journal
Educational Administration Quarterly
Educational Leadership
Journal of Educational Concepts
Educational Researcher
Harvard Educational Review
Journal of Educational Administration

Journal of Educational Research
National Association of Secondary Principals Bulletin
Phi Delta Kappan
Principal
Qualitative Inquiry
Review of Educational Research
The Journal of Urban Education and Practice
The Executive Educator
The Harvard Business Review
The Journal of Negro Education
The School Administrator
Urban Education and Society

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- -Pentium with Windows XP or PowerMac with OS 9
- -56K modem or network access
- -Internet provider with SLIP or PPP
- -8X or greater CD-ROM
- -64MB RAM
- -Hard drive with 40MB available space
- -15" monitor, 800x600, color or 16 bit
- -Sound card w/speakers
- -Microphone and recording software
- -Keyboard & mouse
- -Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- -Participants should have a basic proficiency of the following computer skills:
    - ·Sending and receiving email
    - ·A working knowledge of the Internet
    - ·Proficiency in Microsoft Word
    - ·Proficiency in the Acrobat PDF Reader
    - ·Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated.   When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is a hybrid online course, there will be a certain number of required face to face meetings on campus. Please refer to the schedule above for specific in-class meetings. We will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. When online, we will accomplish this by use of the online forum.
Students are required to log-on to the course website often to participate in discussions. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the online forum. This practice will also lessen the frustration faced by typing a response directly into ecourses only to have the program freeze or an internet connection fail, thus losing the entire post.

E-FOLD-P (Conceptual Framework)
(Educator As Facilitator For Diverse Populations)

- **To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.**
- **To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.**
- **To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.**
- **To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.**
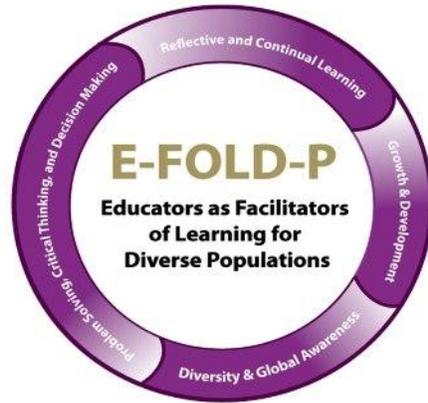
House Bill 2504

Please Note: House Bill 2504 does allow students the choice not to purchase the class textbook(s). Student's have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc). Students **are** required and held accountable to complete all assignments as noted in the syllabus.

Two "C" Rule

Please Note: Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of "C" or below will be accepted toward certification.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University
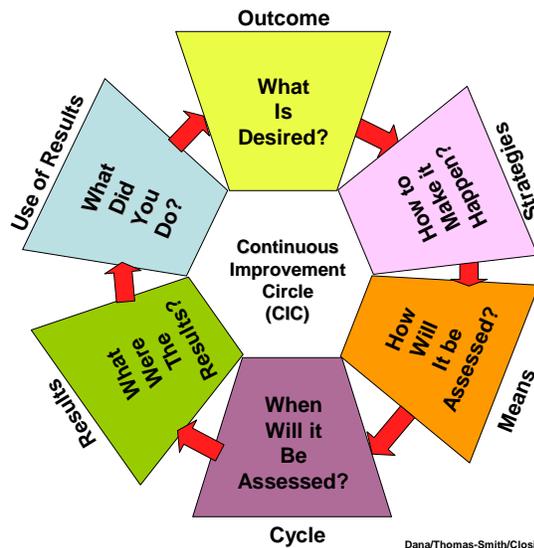
Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling

Please read, sign and date this form. Thank you in advance for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

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Please print your name legibly.

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Signature   Date