



Department of Educational Leadership, Evaluation, and Organizational Development:  
Educational Administration Leadership

**Course Number and Title:**

LEAD 622 – Fiscal and Human Resources in P-12 Education

**Lead Instructor:**

Office Hours:

Phone:

E-mail Address:

**Catalog Description:**

Study of laws, practices, and procedures related to utilizing human and financial resources to equitably improve student achievement at the school level

**Course Purpose:**

To provide an overview of national educational funding models, national labor laws and practices, and a state-specific (with an emphasis on Kentucky as appropriate to the cohort locale) examination of the funding mix and allocation model, the hiring process for teachers and staff, teacher and staff allocation, personnel evaluation, budget development, and code of ethics.

**Course Content Overview:**

This course is focused on the roles and responsibilities of principal leadership related to human resources leadership (recruitment, selection, retention, evaluation, allocation & professional growth), the operationalization of the Kentucky professional code of ethics, the sources of the district and school revenue, and the effective allocation of those resources to equitably drive student achievement.

**Course Objectives:**

- Demonstrate the capacity to recruit, induct, and retain educationally effective and caring teachers and staff (6A, 6B, 6H, 7C, 9C, 10I)
- Ability to develop a coherent school professional development plan (1G, 6C, 6F, 7A, 7F, 9A, 10F, 10H, 10I)
- Ability to develop and monitor a school budget focused on student achievement and equity (2A, 3C, 9A, 9C, 9D, 10H, 10I)
- Demonstrate the ability to assign and deploy teachers and staff in a manner that best serves the educational and equity needs of all students (9B, 9L, 10F, 10I)
- Ability to evaluate instructional practices and delivery through teacher and student observations (2B, 5A, 6D, 6E, 7C, 9A, 10G, 10H)

- Demonstrate a broad understanding of school funding models at the national, state, and LEA levels (10G)
- Describe the major state and federal grant programs and the purpose of each (9C, 9D)
- Demonstrate familiarity and use of the professional code of ethics (1C, 2B, 2F 7C, 9D, 9L)
- Develop an understanding of the Accounting Procedures for School Activity Funds (Redbook) and the requirements place on the principal by that regulation (9A, 9D, 9H)
- Understand the process by which school staff are allocated to Kentucky schools through the district developed Staffing Plan and develop rational arguments for exceptions to said plan based on equity needs of certain populations (3C, 7C, 8I, 9H, 9J)
- Develop an understanding of the SEEK formula and its influence on the components of KERA (3H, 8I, 9H)
- Demonstrate an understanding of the local school and school district budget (3H, 9H, 9J)

### **Required Texts & Readings:**

Wood, R. C., & Thompson, D. C., Crampton, F. E. (2019). *Money and schools*. 7<sup>th</sup> edition. New York: Routledge.

### **Recommended Readings:**

[KDE Recruitment and Retention web page](#)

[KDE School-Based Decision Making – Technical Documents web page](#)

[Education Professional Standards Board Code of Ethics](#)

[Accounting Procedures for School Activity Funds](#)

[Office of Education Accountability Reports](#)

[State And Local Funds Distributed To Higher Poverty Schools](#)

[702 Kentucky Administration Regulation 3:246](#)

[Each Child, Every Child - From Equity to Adequacy in Kentucky's Schools: The Legacy of the Council For Better Education](#)

### **Relevant Professional Standards Met by Course:**

#### **Standard 1: Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

#### **Effective leaders:**

- 1C. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

- 1G. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

## **Standard 2: Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- 2A. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2F. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

## **Standard 3: Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- 3C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3H. Address matters of equity and cultural responsiveness in all aspects of leadership.

## **Standard 5: Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- 5A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

## **Standard 6: Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- 6A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- 6B. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by an understanding of professional and adult learning and development.
- 6D. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6E. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 6F. Empower and motivate teachers and staff to the highest levels of professional practice and continuous learning and improvement.
- 6H. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

### **Standard 7: Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- 7A. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives about the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7F. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

### **Standard 8: Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- 8I. Advocate publicly for the needs and priorities of students, families, and the community.

### **Standard 9: Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

**Effective leaders:**

- 9A. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.
- 9B. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9C. Seek, acquire, and manage fiscal, physical, and other resources to support the curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 9D. Are responsible, ethical, and accountable stewards of the school's monetary and non- monetary resources, engaging in effective budgeting and accounting practices.
- 9H. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.
- 9J. Develop and manage productive relationships with the central office and school board.
- 9L. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

**Standard 10: School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

**Effective leaders:**

- 10F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- 10H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, the process for, and outcomes of improvement efforts.

PSEL Standard	A	B	C	D	E	F	G	H	I	J	K	L
1. Mission, Vision, and Core Values			X				X					
2. Ethics and Professional Norms	X	X	X			X						

3. Equity and Cultural Responsiveness			X		X		X				
5. Community of Care and Support for Students	X										
6. Professional Capacity of School Personnel	X	X	X	X	X	X		X			
7. Professional Community for Teachers and Staff	X		X			X					
8. Meaningful Engagement of Families and Community								X	X		
9. Operations and Management	X	X	X	X				X		X	X
10. School Improvement						X	X	X		X	

### **Required Course Modules:**

#### Module 1: Recruitment, Hiring, and Retention

Module Content Summary – This module will allow investigation and development of methods by which high-quality teachers and staff can be recruited, inducted, and retained.

Standards Addressed – 6A, 6B, 6H, 7C, 9C, 10I

Learning Targets –

1. Apply applicable research and craft knowledge to the task of recruiting high-quality and diverse teaching and support staff.
2. Investigate methods to induct and retain teachers and support staff into a school community.

Assignment(s) –

Clinical Experience – 4b (Hiring and induction analysis)

Assessment(s) – (HAT)

Points --

#### Module 2: Staffing Plans and Teacher Assignment

Module Content Summary – This module will expose candidates to the school staffing process in a variety of contexts, and explore how principals may most effectively assign teachers and support staff to support educational excellence and equity.

Standards Addressed – 3C, 7C, 8I, 9H, 9J, 9B, 9L, 10F, 10I

Learning Targets –

1. Analyze the methodology and timelines for staff allocation to the school from the district level, and investigate how one may advocate for exceptions based on identified needs to address inequities.
2. Investigate ways in which a principal can creatively utilize scheduling and other levers of control to ensure an equitable distribution of teachers and support staff throughout the school.

Assignment(s) --

Assessment(s) –

Points --

#### Module 3: Teacher Observation, Evaluation, and Coaching

Module Content Summary – This module will allow the candidate to develop the ability to effectively conduct teacher observations and evaluations, as well as using cognitive coaching techniques to guide teachers to improve their craft.

Standards Addressed – 2B, 5A, 6D, 6E, 7C, 9A, 10G, 10H

Learning Targets –

1. Develop an understanding of the teacher observation and evaluation process
2. Utilize cognitive coaching strategies to help guide teachers in improved student outcomes.

Assignment(s) --

Clinical Experience – 4a (Pre-Observation, Observation, Post-Observation)

Assessment(s) –

Points --

#### Module 4: Employment Laws, Policies, and Contracts

Module Content Summary – This module will address the effective deployment of teachers and support staff while complying with various legal requirements and will explore the application of the Professional Code of Ethics to various real-world scenarios.

Standards Addressed – 1C, 2B, 2F, 5A, 6D, 6E, 7C, 9A, 9B, 9H, 9D, 9L, 10G, 10H

Learning Targets –

1. Apply the Professional Code of Ethics for Kentucky Certified Personnel to various leadership case studies
2. Work within statutes, regulation, and contracts to develop a teacher and staff deployment plan to enhance student achievement

Assignment(s) --

Assessment(s) –

Points --

#### Module 5: Teacher Professional Learning and Growth

Module Content Summary – This module will help candidates develop the knowledge to create a coherent school professional development plan based on data identified needs of the school's students and individual teachers

Standards Addressed – 1G, 6C, 6F, 7A, 7F, 9A, 10F, 10H, 10I

Learning Targets –

1. Become familiar with the research and resources available to help teachers develop professional growth plans
2. Create a model professional growth planning process that complies with state laws and regulations and is personalized, useful, and easily monitored.

Assignment(s) --

Assessment(s) –

Points --

#### Module 6: Sources of Educational Revenue and Funding Models

Module Content Summary – This module will introduce students to school funding history, theories of funding and budgeting, various sources of revenue and the SEEK formula, the funding mechanism specific to Kentucky  
Standards Addressed – 3H, 8I, 9H, 9C, 9D

Learning Targets –

1. Explain the various forms and uses of revenue available to schools from federal, state, and local sources.
2. Develop a working knowledge of the purpose, operation, and basis of the SEEK formula, including the effect of the "local effort" requirement and the various add-ons to the base amount.

Assignment(s) –

Assessment(s) –

Points --

#### Module 7: Accounting Procedures for School Activity Funds (Redbook)

Module Content Summary – This module will help aspiring school leaders to understand both the "whys" and the "whats" of the state regulation governing school activity funds.

Standards Addressed – 2A, 2B, 9A, 9C, 9D, 9H

Learning Targets –

1. Describe the major rules related to implementing the Redbook requirements.
2. Recall the various reports required for outside fundraising groups (PTSA, Athletic Boosters, etc.) and develop a system to ensure they are collected.

Assignment(s) --

Clinical Experience – 4c (Legislative Presentation)

Assessment(s) –

Points --

#### Module 8: Budget Needs Analysis and Development

Module Content Summary – This module will assist students in completing the school budgeting process, including needs assessment, planning, resource allocation, and monitoring.

Standards Addressed – 3H, 9H, 9J, 9A, 9D

Learning Targets –

1. Analyze and describe the school budget development process.
2. Construct a presentation suitable for sharing with community groups that explains and justifies a proposed allocation of resources

Assignment(s) –

Clinical Experience – 4d (Budget development)

Assessment(s) –

Points --

#### **Anchor Tasks:**

- 1. Hallmark Assessment Task (HAT)**
  - a. See HAT below
- 2. Threaded Action Research Project**
  - a. Relative to your problem of practice, determine the cost of the program (initiative, intervention, etc.) as it currently exists by examining the school CSIP (or district CDIP as appropriate to your problem of practice) to ascertain what funding has been assigned to the initiative. Look specifically for funding sources and the total amount assigned to the program. If you are looking at something like a PLC then determine the cost per meeting of the PLC by calculating the teacher salary required per meeting (for instance, 1/6 of daily rate given a six-period day for the teacher) to help you assign a cost.
  - b. You should calculate the annual cost of your problem of practice by looking at salary, resources, supports, etc. of your problem of practice as it currently exists. Report your data in table format with a narrative explaining your findings, including how you calculated the total cost of your problem of practice, the funding sources, and a breakdown of the costs by category.
- 3. Research task**
  - a. Students will conduct a search task for not less than four (4) scholarly studies related to the provision of resources (human or financial) equity in the P-12 education environment. Students will submit an annotated bibliography of the articles a two to three-page summary of the findings related to our class discussions of equity, access, and opportunity.
- 4. Embedded Clinical Experience(s)**
  - a. Candidates will observe a principal while s/he conducts a pre-conference, observation, and post-conference OR will interview a principal about a pre-conference, observation, and post-conference. Candidates will observe two teaching colleagues. Upon completion candidates will prepare a reflection on his/her performance and will receive feedback from the peers they observed.
  - b. Investigate and analyze the hiring and induction process in the selected district using publicly available resources and interviews with the leadership and staff of the Human Resources department and a principal, as well as an interview of an individual hired within the past year. After describing the hiring process in detail, follow with recommendations for improvement of efficiency and effectiveness of the process.
  - c. The student will prepare a ten-minute presentation designed for a local legislative delegation on an issue of legislative interest (future session) related to Kentucky school finance. The presentation is designed to influence policymakers. MS Powerpoint or Google Slides
  - d. Interview the principal and review the documents used for current year budget preparation, organizing the materials in chronological order and annotating them for purpose and specific information starting with the needs assessment through SBDM approval. Investigate factors that went into the allocation decisions and communicate how your own decisions would be

similar or different, and why. Explain how expenditures are completed using the school treasurer as a resource and ascertain the budget monitoring protocol. Interview two teachers to determine their understanding of the school budget and the efficiency of accessing materials and resources from that budget. As a concluding section, make suggestions on how the process may be improved at the school level to ensure appropriate input, equitable distribution, and efficient operation.

**Criteria for Determination of a Grade:**

Module	Activity	Due Date	Point Value
1	Recruitment, Hiring, and Retention		10
2	Staffing Plans and Teacher Assignment		
			10
3	Teacher Observation, Evaluation, and Coaching		
			10
4	Employment Laws, Policies, and Contracts		10
5	Teacher Professional Learning and Growth		
			10
6	Sources of Educational Revenue and Funding Models		10
7	Accounting Procedures for School Activity Funds (Redbook)		10
8	Budget Needs Analysis and Development		
			10
<b>Hallmark Assessment Task (HAT)</b>		<b>Anchor Task-</b>	<b>16</b>

**Determination of grade:**

The final course grade will be determined based on points earned on class assignments. Grades are earned based on scholarly writing and professor judgment based on standards appropriate to graduate-level coursework.

90-100 points=A (98 = A+), (93-97 =A), (90-92 = A -)

80-89 points =B

70-79 points =C

60-69 points =D

<60 points =F

Incomplete =I

**Hallmark Assessment Task (HAT):****Purpose:**

The assignment is designed to assess a candidate's knowledge of the key elements of Human Resource Management and to determine a candidate's ability to be an effective instructional leader of a Pre-K-12 school. Candidates will use knowledge of the functions learned in class to create a plan for a teacher induction and retention program. Candidates will demonstrate knowledge to develop support systems, including mentoring and coaching, to build relationships with staff that result in a learning environment that enhances student learning and that increases staff retention rates.

**Process:**

Candidates will design a plan for implementing a teacher induction and retention program for their grade level, department or school or enhance an existing program. Candidates will design support systems for effective teaching to maintain or improve teacher retention. Supporting teacher quality includes building relationships, mentoring, coaching, effective use of time and resources, etc., which impact school culture. The plan will be presented to the appropriate governing body (grade level, department, SBDM).

**Product:**

The plan should be developed for one school year and include the following: issue(s) being addressed, a description of activities, purpose of activities or sessions, targeted mentors and mentees, expected outcomes, measures of success, and a calendar of events and work products. The plan should be comprehensive and be between 7 and 10 pages (excluding references) and may be either in narrative or grid/table form.

**Standards Assessed Holistically:**

- Demonstrate the capacity to recruit, induct, and retain educationally effective and caring teachers and staff (6A, 6B, 6H, 7C, 9C, 10I)
- Ability to develop a coherent school professional development plan (1G, 6C, 6F, 7A, 7F, 9A, 10F, 10H, 10I)
- Ability to develop and monitor a school budget focused on student achievement and equity (2A, 3C, 9A, 9C, 9D, 10H, 10I)
- Demonstrate the ability to assign and deploy teachers and staff in a manner that best serves the educational and equity needs of all students (9B, 9L, 10F, 10I)

- Ability to evaluate instructional practices and delivery through teacher and student observations (2B, 5A, 6D, 6E, 7C, 9A, 10G, 10H)

#### Hallmark Assessment Task (HAT) Rubric:

Required Elements	Insufficient Evidence	Developing	Target	Exemplary
	1 Point	2 Points	3 Points	4 Points
Data Sources	No evidence that plan or enhancement is based on need or supported by data.	Plan or enhancement is based on need as supported by a single source of data.	Plan or enhancement is based on need as supported by a few sources of data.	Plan or enhancement is based on need as supported by multiple sources of data.
Research-Based	No evidence of research or best practices in teacher satisfaction in the plan or enhancement.	Plan or enhancement and research or best practices are unconnected.	Plan or enhancement generally reflects the research base and best practices in teacher satisfaction.	Plan or enhancement aligns with and cites specific research and best practices in teacher satisfaction.
Implementation Steps	Plan or enhancement does not include implementation steps.	Plan or enhancement includes some specific implementation steps.	Plan or enhancement includes many specific implementation steps.	Plan or enhancement has articulated activities, timelines, costs, and responsibilities.
Evaluation Component	Plan or enhancement does not include an evaluation component.	Plan or enhancement includes a disconnected evaluation component.	Plan or enhancement includes a general evaluation component.	Plan or enhancement includes a specific evaluation component that includes specific formative and

				summative measures
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**TENTATIVE CLASS SCHEDULE – SUBJECT TO CHANGE AT DISCRETION OF INSTRUCTOR:**

Date	Week #	SUGGESTED ACTIVITIES AND DUE DATES ON ASSIGNMENTS
	<b>Week 1</b>	ACTIVITIES:  ASSIGNMENT DUE:
	<b>Week 2</b>	ACTIVITIES:  ASSIGNMENT DUE:
	<b>Week 3</b>	ACTIVITIES:  ASSIGNMENT DUE:
	<b>Week 4</b>	ACTIVITIES:  ASSIGNMENT DUE:
		Everything Due No Later Than Today

**Bibliography:**

Crampton, F.E., Wood, R.C., & Thompson, D.C. (2015). Money in schools. New York: Routledge.

City, E.A. (2008). Resourceful leadership: Tradeoffs and tough decisions on the road to school improvement. Cambridge, MA: Harvard Education Press.

Green, R.L. (2017). Practicing the art of leadership: A problem-based approach to implement the professional standards for education leaders, 5th edition. NY, NY: Pearson.

Sorenson, R. D., & Goldsmith, (Eds.) (2017). The principal's guide to school budgeting. Thousand Oaks, CA: Corwin

**Foliotek Electronic Assessment System (EAS):**

Foliotek's electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources for you are located on the College's website, [www.louisville.edu/education/foliotek](http://www.louisville.edu/education/foliotek). These include step-by-step guides and videos. You can also access the "Resources" and "Help" areas in Foliotek to find information on getting support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

- You are not charged for the use of Foliotek.
- Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
- You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
- After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assignments.
- You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
- If there is an issue with the system, you can click on "Resources" or the "Help" link to find appropriate resources.
- The "Help" menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
- CEHD email and phone number for assistance with assignments are [foliotek@louisville.edu](mailto:foliotek@louisville.edu) or 502-852-1360.

### **Writing Resources:**

The University of Louisville is home to a vibrant and responsive writing center on the Belknap Campus. You may access the many resources of the writing center by following this link: <http://louisville.edu/writingcenter/>

### **Syllabus Disclaimer:**

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. As a general rule, the Modules in BlackBoard should be the guide you follow. Changes can be made easily there, so always consider the Module as the final, definitive direction for the week. Whenever changes are enacted, communication will be sent to all students via BlackBoard announcements. Please ensure you can receive the announcements in a timely fashion either through your university email (the default email) or by forwarding your university email to your personal, preferred email account.

### **Written Submissions:**

Written submissions must reflect the appropriate level of knowledge and expertise for graduate-level course work. Please be sure that:

- Your writing is clear and grammatically correct. Points will be deducted for errors in grammar, spelling, punctuation, clarity, and APA style.
- Papers are double-spaced with a 12 – point font size. Papers that do not adhere to these requirements will be returned to the student for revision.
- Assignments are submitted on time.
- Properly cite sources using APA style.
- Personal reflection and application are evident.

### **Course Expectations:**

Students are required to participate in all life and/or on-line activities, whether synchronous or asynchronous, by being active in all discussion forums, and complete reading and written assignments.

**Confidentiality**—the purpose of class discussion and/or on-line module postings, is to share perspectives, debate, and learn from one another. We must all remain sensitive to information learned through forum posts and papers and use discretion when talking and writing about the work viewed during this class.

**Communication**—the course will require regular posts as well as additional assignments as indicated in the modules. Build on others' postings—do not reiterate ideas, reference them. Each post must take the discussion further and all students are expected to post their original thoughts in a personal post and comment weekly on at least three other postings by classmates.

**Netiquette: Communication Courtesy**--All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Threads of discussion should continue to the end and students should maintain the professional language in posts and responses. No personal criticism is permitted and no inappropriate language is permitted.

**Readings**—students are expected to read the assigned material before any class participation which includes posting on discussion forums. Additional outside readings may be assigned throughout the course to help fully understand concepts and to provide scholarly support for ideas that may arise through our work together.

**Class Participation**—You will participate with others in the course through live and online discussions. We are all expected to value everyone's opinions and perspectives and provide points and counterpoints in a professional manner. Students must participate in all discussion forums. The instructor will read your discussion threads but will not be a contributor herself. It is expected that students will contribute a thoughtful response (with appropriate citations from the readings or outside sources—approximately 2-4 paragraphs) to weekly instructor posed questions and respond (approximately 1 to 3 paragraphs) to a minimum of three other students during each week. Weekly modules may include one to three questions and will open and close on Sunday evenings.

### **Interactions and/or Participation**

The following guidelines will be used to evaluate class participation including, but not limited to, online participation in asynchronous discussion board postings, responses to postings, as well as synchronous and/or live class interactions:

- Outstanding Contributor (5): Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. Outside sources are cited and credited. This individual enhances the quality of discussion and provides engaging insights for class members.
- Good Contributor (4): Contributions reflect thorough preparation. Ideas offer insights that often provide direction for the class.
- Adequate Contributor (3): Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.
- Unsatisfactory Contributor (2): Contributions reflect inadequate preparation and do not help move conversations along. Most comments are either unrelated or demonstrate a lack of understanding of course content.
- Non-participant (1): This individual contributes nothing to the class discussions. While this individual may respond to posts they never provide insight to help move discussions forward.

**APA Citation**--Educational Administration and Policy Program Area requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor.

Included in the format is:

- Double spacing using the 12-point font (Ariel or Times New Roman, preferred)
- Numbered pages and make your name and title of the work visible
- Check your work for grammar and spelling

For further information, please consult the American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

### **Conceptual Framework Summary:**

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that include three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry**, and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practices to solve real-world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers,

university, community, and the world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	<b>Inquiry</b>	<b>Action</b>	<b>Advocacy</b>
<i>Constructs as Learned and Applied</i>	<b>Research</b>	<b>Practice</b>	<b>Service</b>
<i>Constructs Reflected in Candidates</i>	<b>Critical Thinkers</b>	<b>Problem Solvers</b>	<b>Professional Leaders</b>
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

#### **Relationship to Conceptual Framework:**

The conceptual framework for certification and degree programs in educational administration is the Collaborative Leadership Model. This framework has four parts: (a) Standards Driven, (b) Theory to Practice, (c) Leadership and Collaboration, and (d) Diversity. These characteristics are embedded in the Administrator Standards and the accompanying Performances particularly relevant to this course. All ten Administrator Standards are addressed in this course. These Standards are addressed through all class activities, field experiences, readings, and assignments. Thus, the conceptual framework is embedded in this course.

#### **Policy on Instructional Modifications:**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

#### **CEHD Diversity Statement:**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the

opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

**Title IX/Clergy Act Notification:**

Sexual misconduct (sexual harassment, sexual assault, and any other non-consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employee-relations/sexual-misconduct-brochure>).

**Technology Expectations:**

Bring a laptop to class. Blackboard will be used for reading distribution, some class participation, and for assignment collection/grading. Assignments are to be word-processed. Daily checking and reply to on U of L e-mail address are expected. There may be further expectations by the program and by the instructor.

All Assignments required to be uploaded into BlackBoard must be in MS Office or PDF. Links to on-line editable programs is not permitted.

**Plagiarism Statement:**

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

**Academic Integrity and Dishonesty:**

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission unless otherwise noted through explicit and appropriate citations.

Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating [Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person's work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.]
- Fabrication [Inventing or making up data, research results, information, or procedures]
- Falsification [Altering or falsifying information]
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism [Representing the words or ideas of someone else as one's own in any academic exercise]
- Complicity in Academic Dishonesty" [Helping or attempting to commit an academically dishonest act] ([UofL Code of Conduct, Section 5](#))

**Date Prepared and by Whom: Dr. Keith Davis, December 2019**