

**EAD831 Leadership for School Program Collaboration
Educational Leadership Department
Eastern Kentucky University, College of Education
(Master Syllabus Template)**

A. DEPARTMENT & CREDITS: Educational Leadership: Three (3) Credits

- Professor's Information:
 - Name:
 - Email:
 - Office Phone:
 - Web:


B. COURSE DESCRIPTION: The study of the issues and opportunities that surround educational leaders, professional staff, support staff, students, and communities as they relate to collaborative efforts regarding quality and equity in developing world class schools.

C. TEXT:

D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:

- **Course Objectives:**
 1. Demonstrate an understanding of equity issues contained in provisions of PL. 94-142, PL. 93-380, Section 504, IDEA 707 KAR 1:011, and 707 KAR 1:280 through 707 KAR 1:380.
 2. Interpret social, political, and legal factors which are the foundation of collaborative programming in schools and monitor social/cultural trend for programmatic implications.
 3. Identify key public and private agencies, organizations, groups, and constituencies to establish collaborative relationships for serving the needs of all students including those with disabilities as well as students who are considered gifted and talented including identification of funding sources for programmatic initiatives.
 4. Accurately interpret and apply federal and state laws, regulations, and court decisions with regard to students with disabilities.
 5. Develop and implement school-wide procedures and practices to demonstrate compliance with federal and state laws and regulations pertaining to students with disabilities.
 6. Demonstrate ability to effectively participate in some simulated due-process hearings.
 7. Use of theory (psycho social, political, and social) to address local issues of collaborative programming.
 8. Demonstrate an awareness of initiatives in the area of service learning to include programs such as " School to Work".
- **Required Activities/Topics:** The following activities/topics are required to be addressed by all faculty teaching this course.
 1. Reflect on various state agency seminars. (Required ePortfolio entry)
 2. Compile a resource guide containing external and internal programs, agencies, and individuals. (Required ePortfolio entry)
 3. Introduce federal program requirements.
 4. Analyze a discipline code.
 5. Review\conduct a school safety audit.
 6. Examine student and employee assistance programs.
 7. Understand and apply in simulated activities special education laws.
 8. Complete course reflection. (Required ePortfolio entry)

E. PROFESSIONAL EDUCATION PROGRAM MODEL:

EKU Professional Education Model: Effective Educators as Effective People

EKU Professional Education Slogan: To teach, to learn, to help others teach and learn.

F. COURSE REQUIREMENTS & GRADING SCALE:

➤ **Requirements:**

➤ **Grading Scale:**

- 90% - 100% = A
- 80% - 89.9% = B
- 70% - 79.9% = C
- 60% - 69.9% = D
- < 60% = F

G. ADDITIONAL REQUIREMENTS:

H. COURSE OUTLINE:

I. EVALUATION METHOD:

J. STUDENT PROGRESS:

K. ATTENDANCE POLICY:

L. DISABILITIES STATEMENT: If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

M. LAST DAY TO DROP: See course catalogue.

N. PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

➤ **Common Elements of All Professional Education Course Syllabi:**

- **FIELD EXPERIENCES:** When appropriate: Observation in public schools.
- **METACOGNITION SKILLS:** Students will review and analyze research and

summarize the thoughts of other researchers as well as analyze their research findings.

- **COMMUNICATION SKILLS:** Communication skills will be displayed through speaking, writing, and class experience.
- **RESEARCH SKILLS/ INDEPENDENT LEARNING:** Students will be required to demonstrate research and independent learning skills specified by the instructor.
- **PLANNING SKILLS:** Time management skills are needed in order to participate effectively in Educational Research.
- **TECHNOLOGY:** All products/reports must be word processed and all presentation will be on-line. All tests will also be on-line.. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.
- **PROFESSIONAL/SOCIAL SKILLS:** Students will interact with college instructors, peers, cooperating teachers, and schools.
- **TEAMING/COLLABORATION:** Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.
- **CONTINUOUS AUTHENTIC ASSESSMENT:** Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.
- **DIVERSITY:** Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.
- **INCLUSION/EXCEPTIONALITIES:** Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course.