EAD839 The School Superintendency
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 responsibilities of the school district superintendent in his/her roles as educational, instructional, visionary, managerial, political, cultural, and reform roles are explored. The knowledge, skills, and dispositions necessary to serve successfully in the position are examined.

C. TEXT:

D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:
   - Course Objectives:
     1. Gaining and understanding of the quality triangle and it's application from improving the quality of school district leadership and operations.
     2. Securing a knowledge-base of the superintendent's role as an Educational Leader (standard and goal setting, implementing strategic planning strategies, expectations for improving curriculum, exemplary classroom practices, instructional leadership, program and staff evaluation).
     3. Securing a knowledge-base of the superintendent's role as a Managerial Leaders (general overview of superintendents' managerial levers: budget, supervision of personnel, regulations and policy, facilities planning, time management, problem identification, central office administrative teams, interpretation, solution processes, and alignment of focus, delivery and evaluation).
     4. Securing a knowledge-base of the superintendent's role as a Political Leader [community, organizational (micropolitics), effective school board relations, organizational leader, building leadership teams school-base decision making, and interagency collaboration.]
     5. Securing a knowledge-base of the superintendent's role Leading Change (developing a vision, vision derived goals, communicating the vision, generating and using data, change strategies, institutional resistance, cultures and restructuring).

   - Required Activities/Topics: The following activities/topics are required to be addressed by all faculty teaching this course.
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 and 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.