



Graduate Course Syllabus

EDU 780: School Organization Leadership

Center: Online

Course Prerequisites

EDU 765

Course Description

The course explores the dynamics of transformational leadership that looks beyond traditional school environments and welcomes non-traditional thinking. Students will consider themselves “architects” of the teaching and learning environments within their schools wherein there is a culture of continuous improvement. Future school leaders will: explore technology that supports teachers’ and administrators’ decision-making; learn how to develop policies and practices that support learning; explore how extended learning time can advantage underachieving students; investigate the benefits and challenges of risk taking and transparency; and look at models of professional learning communities.

Course Outcomes

- Develop the ability to promote constructive conversations among faculty members, school community members, and school board members about quality teaching and learning that results in a shared vision and understanding of an effective learning environment
- Develop skills and understandings based on the six standards described by the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (these standards provide high-level guidance and insight about the traits, functions of work, and responsibilities expected of school and district leaders)

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

School Leadership and Administration: Important Concepts, Case Studies, and Simulations

Richard Gorton and Judy A. Alston

McGraw-Hill

Tenth Edition

2019

ISBN: 978-0-07-811035-1

Changing Minds: The Art and Science of Changing Our Own and Other People's Minds
Howard Gardner
Harvard Business School Press
2004
ISBN: 978-1-57851-709-1

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	11	20	220
Journal	7	20	140
Critical Task I: Interview			
Milestone	1	60	60
Final Submission	1	200	200
Critical Task II: Standard Report			
Milestones	3	60	180
Final Submission	1	200	200
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33

C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk & Wire

Specific assignments in this course are to be submitted to Chalk & Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, creating a portfolio, and submitting an assignment to Chalk & Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk & Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Introduction to the Principalship 1-1 Discussion: New Hampshire State Principal Evaluation Frameworks 1-2 Discussion: The Principal's Toolbox 1-3 Journal: Duties of a Principal 1-4 Critical Task Review
2	Introduction to the ISLLC Standards for School Leaders <i>School Leadership and Administration</i> , In-Basket Activity 4: "The New Assistant Principal," pp. 242-247: #2, #4, #6, #7, #9, and #112-1 Discussion: ISSLC Standards for Principal Leadership 2-2 Critical Task I Milestone One: Interviewee Selection and Questions
3	Leadership <i>School Leadership and Administration</i> , Chapter 1;

	<p><i>Learning Activity 6: “Do I Need to Act Like a Man to be a Leader?” pp. 250–252</i>3-1 Discussion: Leadership Styles</p> <p>3-2 Journal: Do I Need to Act Like a Man to be a Leader?</p> <p>3-3 Critical Task II Milestone One: Standard One and Two Report</p> <p>3-4 Interview Reminder (Non-graded Activity)</p>
4	<p>Decision Making</p> <p><i>School Leadership and Administration, Chapter 2;</i></p> <p><i>Learning Activity 31: “Collaboration Woes,” pp. 320–322</i>4-1 Discussion: Decision-Making Styles</p> <p>4-2 Journal: Getting Things Done Your Way</p> <p>4-3 Interview Reminder (Non-graded Activity)</p>
5	<p>Authority, Power, and Influence</p> <p><i>School Leadership and Administration, Chapter 3;</i></p> <p><i>Learning Activity 12: “What Should Be the Role of the Student Newspaper?” pp. 269–271</i>5-1 Discussion: Power and Influence Styles</p> <p>5-2 Critical Task II Milestone Two: Standard Three and Four Report</p> <p>5-3 Interview Reminder (Non-graded Activity)</p>
6	<p>Communication</p> <p><i>School Leadership and Administration, Chapter 4;</i></p> <p><i>Learning Activity 41: “Public Relations: What’s Really Important?” pp. 351–353</i>6-1 Discussion: Cultural Differences</p> <p>6-2 Journal: Public Perception</p> <p>6-3 Interview Reminder (Non-graded Activity)</p>
7	<p>Conflict Management</p> <p><i>School Leadership and Administration, Chapter 5;</i></p> <p><i>Learning Activity 27: “Teacher Files a Grievance,” pp. 308–311</i>7-1 Discussion: Cultural Borders</p> <p>7-2 Critical Task II Milestone Three: Standard Five and Six Report</p> <p>7-3 Discussion (Optional)</p>
8	<p>Organizational Culture</p> <p><i>School Leadership and Administration, Chapter 6;</i></p> <p><i>Learning Activity 44: “Integration: A New Problem,” pp. 361–362</i>8-1 Discussion: Examining School Culture</p> <p>8-2 Journal: Creating a Positive School Climate</p> <p>8-3 Journal: Reaching a Win-Win Solution</p>
9	<p>Change</p> <p><i>School Leadership and Administration, Chapter 7;</i></p> <p><i>Learning Activity 57: “Restructuring Staff Evaluation and Supervision,” pp. 399–402</i>9-1 Discussion: Resistance to Change</p> <p>9-2 Journal: Evaluation and Supervision</p> <p>9-3 Critical Task: ISLLC Chalk & Wire Submission</p> <p>9-4 Critical Task Submission: Interview</p> <p>9-5 Critical Task Submission: Standard Report</p>
10	<p>Alternative Viewpoints Regarding Change</p>

	<p><i>Changing Minds</i>, Chapters 1, 4, and 5</p> <p>10-1 Discussion: Changing Minds Within Your Own School Culture</p>
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Critical Tasks: Interview and Standard Report

There are two critical tasks for this course, an interview (Critical Task I) and a standard report (Critical Task II). These will be graded separately, but they are both used in the creation of an electronic portfolio in Chalk & Wire. Relying on the knowledge obtained in this course and previous coursework, you will develop an electronic portfolio of artifacts that will show that you have successfully met the New Hampshire State Principal Evaluation Frameworks based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The interview requires the completion of one milestone in Module Two. The standard report is divided into three milestones that will be submitted in Modules Three, Five, and Seven. The milestones are submitted at various points throughout the course to scaffold learning and ensure quality final submissions. The final submission for both critical tasks must be submitted to Chalk & Wire in Module Nine. These items will be used as artifacts for the Professional ePortfolio when completing the degree program.

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).