EDUC664

Course Summary

Course : EDUC664 **Title :** Emerging Issues and Trends in Education Leadership
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines a framework to address the emerging issues and trends in educational leadership that have the potential to significantly influence the future direction of education. It describes how the educational leader can address emerging issues and trends, build the necessary leadership competence to respond to these issues and trends, and develop into a more accountable leader who can deal effectively with the need for school reform.

Course Scope:

This course continues to develop and change as the issues and trends that impact education and educational leadership continue to evolve with new elements for consideration, especially since our classrooms and campuses appear as typical microcosms of contemporary society. Being able to effectively address these issues and trends and the potential controversies that may affect schools requires capable leaders who are informed, insightful, and responsive. Therefore, this approach of this course allows for a certain degree of selection by students regarding topics and resources that are most relevant to current realities being faced by educational leaders. The course is also informed by the Interstate School Leaders Licensure Consortium Standards for School Leaders (The ISLLC Standards) as a guiding framework for the content of this course.

Objectives

After successfully completing this course, students will be able to:

1. Describe the major emerging national, state, and local issues and trends currently facing school leaders and their potential impact on society and schools. (ELCC 1-6, Praxis II and NETS*A Standards)
2. Analyze the influence of emerging issues and trends on school improvement initiatives consistent with economic, legal and cultural contexts. (ELCC 1-6, Praxis II and NETS*A Standards)
3. Develop a position on emerging issues and trends in education and prepare cogent arguments for and against specific positions regarding those emerging issues. (All ELCC 1-6, Praxis II and NETS*A Standards)
4. Demonstrate knowledge of policies and programs that promote equitable learning opportunities and

success for all students, regardless of socioeconomic background, ethnicity, gender, or disability.

Outline

Week 1:

Topic(s)

Rational for Studying Emerging Trends

National Professional Groups

General Overview of Course

Learning Objective(s)

ELCC 6.3: The candidate will understand the need to identify and respond to emerging trends.

ELCC 6.3: The candidate will understand the need to adapt school-based leadership strategies based on emerging trends.

Reading(s)

Readings posted in Lesson 1 Reading & Resources in Classroom

Assignment(s)

Forum 1

Week 2:

Topic(s)

School Improvement

Evaluating School Progress

Learning Objective(s)

The candidate will identify and respond to emerging trends in school improvement. (ELCC 1.3)

The candidate will identify and respond to emerging trends in evaluating school progress. (ELCC 1.4)

Reading(s)

Readings posted in Lesson 2 Reading & Resources in Classroom

Assignment(s)

Forum 2

Administrator Candidate Response (ACR) 1

Week 3:

Topic(s)

School Culture

Instructional Programs

Technology

Learning Objective(s)

The candidate will identify and respond to emerging trends in school culture and how they impact student learning. (ELCC 2.1)

The candidate will identify and respond to emerging trends in implementing and evaluating instructional programs. (ELCC 2.1 & 2.2)

The candidate will identify emerging trends in educational technology. (ELCC 2.4)

Reading(s)

Readings posted in Lesson 3 Reading & Resources in Classroom

Assignment(s)

Forum 3

ACR 2

Week 4:

Topic(s)

School Safety

School Scheduling and Work Days

School Organization and Management

Learning Objective(s)

The candidate will identify and respond to emerging trends in school safety. (ELCC 3.3)

The candidate will identify and respond to emerging trends in school scheduling and teacher work days. (ELCC 3.5)

The candidate will identify and respond to emerging trends in school organization and management. (ELCC 3.3)

Reading(s)

Readings posted in Lesson 4 Reading & Resources in Classroom

Assignment(s)

Forum 4

ACR 3

Week 5:

Topic(s)

Mobilizing Resources

Responding to Community Needs

Learning Objective(s)

The candidate will respond to emerging trends in mobilizing resources, with a focus on diverse resources. (ELCC 4.2)

The candidate will respond to emerging trends responding to community needs, with a focus on building positive relationships with families and caregivers. (ELCC 4.3)

The candidate will respond to emerging trends responding to community needs, with a focus on community partnerships. (ELCC 4.3)

Reading(s)

Readings posted in Lesson 5 Reading & Resources in Classroom

Assignment(s)

Forum 5

ACR 4

Week 6:

Topic(s)

Integrity & Fairness Ethical Behavior Democracy, Equity, & Diversity

Learning Objective(s)

The candidate will understand and respond to emerging trends in leaders acting with integrity and fairness. (ELCC 5.1)

The candidate will understand and respond to emerging trends in leaders acting with transparency and ethical behavior. (ELCC 5.2)

The candidate will understand and respond to emerging trends in democracy, equity, and diversity in education. (ELCC 5.3)

Reading(s)

Readings posted in Lesson 6 Reading & Resources in Classroom

Assignment(s)

Forum 6

ACR 5

Week 7:

Topic(s)

Moral & Legal Consequences

Social Justice

Learning Objective(s)

The candidate will understand and respond to emerging trends in moral and legal consequences for educational leaders. (ELCC 5.4)

The candidate will understand and respond to emerging trends in social justice in education. (ELCC 5.5)

Reading(s)

Readings posted in Lesson 7 Reading & Resources in Classroom

Assignment(s)

Forum 7

ACR 6

Week 8:

Topic(s)

Influencing Political Forces

Advocating for Constituents

Administrator Reflection Process

Learning Objective(s)

The candidate will understand and respond to emerging trends influencing political and legislative decision making. (ELCC 6.1)

The candidate will understand and respond to emerging trends in advocating for constituents. (ELCC 6.2)

The candidate will reflect on emerging trends and current practices. (ELCC 5.3)

Reading(s)

Readings posted in Lesson 8 Reading & Resources in Classroom

Assignment(s)

Forum 8

Emerging Issues Reflection Essay

Evaluation

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group your questions and concerns about their concepts and positions into the discussions groups. Prior to each class I will post Professor Notes and outline the focus of the subsequent session and direct your reading.

This course is participation heavy. Students are expected to be actively engaged in all discussion board topics on a disciplined weekly schedule. Homework assignments and your Reflection Paper requirements are outlined below and should be completed in such a way that you demonstrate that you understand the topics and the ELCC standards and have grappled with their implications.

Administrator Candidate Response (ACR)

Throughout the semester you will write a reflection on current issues and trends. These reflections will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by your readings, outside study, or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3–5 pages in length.

Emerging Issues Reflection Essay

Write a reflective essay (2-4 pages) in which you evaluate how the trends and issues presented in this course will influence your future role as a school leader. What is your personal process for reflective practice and how will you keep current with emerging issues and trends? Why is this important? Support your conclusion.

Forum

Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

> *Guidelines:*

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Grading:

Name	Grade %

Materials

Book Title: There are no required books for this course.

Author: No Author Specified

Publication Info:

ISBN: N/A

There are no required textbooks for this course.

The following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

American Association of School Administrators (AASA)

http://www.aasa.org/

Association for Supervision and Curriculum Development

http://www.ascd.org/portal/site/ascd

Educational Leadership Constituent Council (ELCC) Standards

http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Emerging Issues Scan

http://www.ncrel.org/policy/emerg/about.htm

International Society for Technology in Education (ISTE)

http://www.iste.org/

Interstate School Leaders Licensure Consortium (ISLLC) Standards – (Required Reading Website)

http://www.ccsso.org/content/pdfs/isllcstd.pdf

National Association of Elementary School Principals (NAESP)

http://www.naesp.org/

National Association of Secondary School Principals (NASSP)

http://www.nassp.org/s_nassp/index.asp?TRACKID=

National Board for Professional Teaching Standards (NBPTS)

http://www.nbpts.org/

National Council for Accreditation of Teacher Education (NCATE)

http://www.ncate.org/

National Policy Board for Education Administration (NPBEA)

http://www.npbea.org/

Research Knowledge and Policy Issues in Cultural Diversity and Education

http://www.ed.gov/pubs/EdReformStudies/SysReforms/tharp1.html

SLS - School Leadership Series

http://www.ets.org/portal/site/ets/menuitem

U. S. Department of Education Priorities

http://www.ed.gov/about/inits/ed/index.html

World Future Society

www.wfs.org

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

· Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

· Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

· Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

· **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

· **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the

need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

Disclaimer Statement

· Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

· *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

· *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

· *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

· *Tutor.*com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

· The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

· Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

· Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

· If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

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University Policies

Student Handbook

- Drop/Withdrawal policy
- Extension Requests
- Academic Probation
- Appeals
- Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.