

EDA 771A Syllabus
 Instructional Leadership
 Executive Educational Leadership
 University of Nevada Las Vegas

I.	Prefix & Number	EDA 771A
II.	Title	Seminar in Educational Leadership (Instructional Leadership)
III.	Credits	3 credit hours
IV.	Semester	Spring
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	Doctoral Status or Consent of Instructor
X.	Course Description	Designed for graduate students preparing for leadership positions in public schools: A) Curriculum, B) Administration, C) Supervision, D) Evaluation, E) Advanced Methodology, F) Research, G) Public Relations, H) Finance, I) School Plant, J) Professional Negotiations, K) School Law, L) Materials for Simulation, M) School Personnel
XI.	Standards Addressed: National Educational Leadership Preparation Standards for District Leaders And UNLV SLOs	<p>NELP Standards:</p> <p>Standard Four: Instructional Leadership</p> <p>Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary through: (1) systems of learning and instruction; (2) instructional capacity; (3) professional development of principals; and (4) principal effectiveness.</p> <p>Element 4.1 (SYSTEMS OF LEARNING AND INSTRUCTION) Program completers understand and demonstrate the capability to analyze and manage district-wide use of coherent and technologically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning and align with academic standards across grade levels.</p>

		<p>Element 4.2 (INSTRUCTIONAL CAPACITY) Program completers understand and demonstrate the capability to plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers and other staff members.</p> <p>Element 4.3 (PROFESSIONAL DEVELOPMENT OF PRINCIPALS) Program completers understand and demonstrate the capability to promote systems of support, coaching, and professional development for individual principals to help them grow as instructional leaders.</p> <p>Element 4.4 (PRINCIPAL EFFECTIVENESS) Program completers understand and demonstrate the capability to analyze and use research-anchored systems of principal supervision, evaluation, and feedback to improve principal practice.</p> <p>UNLV SLO's:</p> <p>#1 Student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice #2 Activities requiring originality, critical analysis, and expertise; #3 The development of extensive knowledge in the field under study</p>
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XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

1. Evaluate the various elements of instructional leadership through an analysis of prior experiences, course readings, and course materials
2. Collect and analyze district or organizational data to identify area for improvement in instructional leadership as it relates to a Problem of Practice
3. Engage principals in self-assessment to incorporate needs into Instructional Improvement Plan
4. Engage in activities requiring originality, critical analysis, and expertise.
5. Engage in the development of extensive knowledge in the field under study

Course Objectives	Related NELP and UNLV Standards	Measurement/Evaluation
Evaluate the various elements of instructional leadership through an analysis of prior experiences, course	NELP 4.1, 4.2, 4.3, 4.4	In class activities Article summaries

readings, and course materials		
Collect and analyze district or organizational data to identify area for improvement in instructional leadership as it relates to a Problem of Practice	UNLV 1 NELP 4.1	Needs Analysis Report
Engage principals in self-assessment to incorporate needs into Instructional Improvement Plan	UNLV 2, 3 NELP 4.2, 4.3, 4.4	District Instructional Improvement Plan Principal engagement meetings
Engage in activities requiring originality, critical analysis, and expertise	UNLV 2	Instructional Improvement Plan Principal engagement meetings
Engage in the development of extensive knowledge in the field under study	UNLV 3	Instructional Improvement Plan

XIII. COURSE RESOURCES

Required Texts

American Psychological Association. (2009). *Publication manual of the American psychological association (6th ed.)*. Washington, DC: APA.

Required Article Readings:

SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

Suggested Internet Resources

American Psychological Association. (online). APA style. Available at <http://www.apa.org/>

Lied Library. Available at <https://www.unlv.edu/maps/llb>

Purdue Owl. (online). Online writing lab. <https://owl.english.purdue.edu/owl/resource/641/1/>

XIV. ASSIGNMENTS

Instructional Improvement Plan (50 points). Students will complete and submit a District Instructional Improvement Plan.

Data Analysis Summary. (20 points). District or organizational performance data will be collected and analyzed to prepare a summary of the results for a needs assessment for the District Instructional Improvement Plan. The summary must be typed and must adhere to the 6th edition of the APA Publication Manual.

Principal Engagement Meetings. (15 points). Students will meet at least three times with community members to collaborate on common goals as addressed in the Improvement Plan

In class activities (15 points). You must be present to get the class activity points.

XV. CLASS SCHEDULE

XVI. SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/student-conduct) (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways

that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](http://www.unlv.edu/provost/copyright) can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](http://drc.unlv.edu/) (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the [final exam schedule](http://www.unlv.edu/registrar/calendars) found at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades

The grade of “I”—Incomplete—can be granted when a student has satisfactorily completed three- fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of “F” will be recorded and the GPA will be adjusted accordingly.

Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](http://guides.library.unlv.edu/appointments/librarian) website: <http://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](http://ask.library.unlv.edu/) questions via chat and text message at: <http://ask.library.unlv.edu/>.

Rebelmail

By policy, faculty and staff should email students' Rebelmail accounts only. Rebelmail is UNLV's official email system for students. As such, it is a primary way students receive official university communications such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. **Emailing within WebCampus is acceptable.**

Missed Classwork

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the [Course Catalog and Calendars](http://catalog.unlv.edu/content.php?catoid=6&navoid=531), found at: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the UNLV Faculty Senate-approved policy regarding class time and assignments missed, students who represent UNLV in any official extracurricular activity shall also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy is to offer fair and equitable opportunities to all students, including those representing the university in extracurricular activities. Instructors should consider, for example, that in courses which offer a “drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work and fairly earn her or his grade in the course.

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be a good faith effort

by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

Transparency in Learning and Teaching

The University encourages students to use a [transparency template](https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf) to discuss with their instructors how assignments and course activities benefit student success. https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, call 702-895-3177 or visit the [ASC website](http://www.unlv.edu/asc) located at: <http://www.unlv.edu/asc>. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at the [Writing Center Website](http://writingcenter.unlv.edu/), <http://writingcenter.unlv.edu/>.

XVII. GRADING POLICY

Range of Points Earned	Grade
(95% - 100%)	A
(90-94%)	A-
(87-89%)	B+
(84-86%)	B
(80-83%)	B-
(77-79%)	C+
(74 -76%)	C

(70-73%)	C-
(60- 69%)	D
Below 270 points	F

Attendance is mandatory. Only approved absences (i.e., University sanctioned absences, religious observances, etc.) will be accepted. Please make every effort to be on time to each class. Grade may be lowered due to absence.