

**MURRAY STATE UNIVERSITY**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING**

**COURSE PREFIX: ADM                      COURSE NUMBER: 739    CREDIT HOURS: 3**

**I. TITLE:** The Roles and Responsibilities of the Superintendent

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

The role of the school district superintendent is analyzed with reference to job responsibilities of the position, and knowledge, skill, and dispositions necessary to serve successfully in the position. Field experience required.

**Prerequisite(s):** None

**III. COURSE OBJECTIVES:**

The stated objectives are coded as to alignment to the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Leaders (TSSA) and the Superintendent Leadership Plan (SLP) standards. As a result of taking this course, students will be able to:

- A. apply theory and development of leadership through the review of multiple styles, including but not limited to collaborative leadership, culturally responsive leadership, ethical leadership, instructional leadership, moral leadership, servant leadership, systems leadership, visionary leadership culturally responsive leadership (ISLLC 5; TSSA 3; SLP 1, 2, 3, 6);
- B. understand the roles and responsibilities of a superintendent in terms of the four major “frames”: Educational Leader, Managerial Leader, Political Leader and Leading Change (ISLLC 6; TSSA 3, 4, 6; SLP 1, 2, 3, 4, 5, 6, 7);
- C. Recognize the importance of both professional and personal ethical behavior to the role of the superintendent (ISLLC 5; TSSA 6; SLP 1, 3, 5, 7);
- D. lead the school board in enhancing student learning (ISLLC 1, 4, 6; TSSA 1, 2, 3; SLP 1, 2, 6);
- E. develop time management strategies applicable to the role of superintendent (ISLLC 3; TSSA 3; SLP 5);
- F. understand the role of the superintendent on capacity building within the district (staff and board) and community (ISLLC 1, 2, 4; TSSA 1, 2, 3, 5; SLP 3, 4, 6);
- G. understand the relationship between KRS’s, KAR’s, OAG’s and local board and local site council policies (ISLLC 2, 6, 4; TSSA 1, 3, 6; SLP 5, 7);
- H. understand the capstone project process and requirements (ISLLC 1, 2, 3, 4, 5; TSSA 1, 2, 4, 5; SLP 1, 2, 5, 6).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPBSB theme of diversity is addressed as candidates explore the realities of leading and serving diverse communities and educating students from all backgrounds.

**IV. CONTENT OUTLINE:**

1. Leadership theory/development
2. Culturally responsive leadership
3. Roles and responsibilities of a superintendent
4. Ethics
5. Impact on board leadership on student learning
6. Time Management
7. Capacity Building
8. School-based councils
9. Capstone Project

**V. INSTRUCTIONAL ACTIVITIES:**

The course is field experience intensive. Readings, seminars, reflective writing and case study analysis will also be used.

**VI. FIELD EXPERIENCES AND OTHER ASSIGNMENTS:**

Course assignments are designed to link formal knowledge acquired in seminars with its application in field-based settings. Students will analyze assigned case studies using the four major “frames” including superintendents as **Educational Leaders, Political Leaders, Managerial Leaders, or Leading Change**. In some instances students may write and analyze their own case studies. Students will be responsible for identifying opportunities to make observations and connections between professional knowledge and field-based applications with whom they may work. Students will log at least 25 hours of field experience, including the experiences listed below:

**Objectives A and B**

Interview a school leader in your district you know and/or with whom you work about his/her leadership style/styles. Based on your observations with this person, determine the extent to which each person’s view of his/her style is consistent with your observations of this person in action. Write a reflection addressing your learning.

Prepare a paper defining leadership styles listed in III.1. Include at least four sources in the bibliography. Write a reflection addressing your learning.

**Objective C**

Read a case study, write a case study or identify a situation you have observed which involves both professional and personal ethical/unethical behavior on the part of a superintendent. Write a paper about the situation and identify various

options which were available to avoid unethical behavior. Write a reflection addressing your learning.

**Objective D**

Interview a superintendent and board chair. Determine the strategies employed by the central office personnel to inform, educate and involve the board to assure everyone is on the same page in promoting student learning at all levels. Write a reflection addressing your learning.

**Objective E**

Review one month of the calendar of a superintendent. Document the time requirements for items on the calendar. Describe what changes, if any, these time commitments will require for your leadership and/or managerial style(s). Write a reflection addressing your learning.

**Objective F**

Identify and interview five community leaders. The interviews will focus on the superintendent's capacity building role. Interview questions will be developed in class. Write a reflection addressing your learning.

**Objective G**

Review the KRS's, KAR's, OAG's and local board and local site councils' policies about site council responsibilities and relationships within the school, district and community. Prepare a chart identifying roles and responsibilities for superintendent, board, school staff and community. Write a reflection addressing your learning.

Attend one or more local board meeting(s) and one or more site council meeting(s). Write a report describing any/all discussion or action items which demonstrated collaboration/coordination between the board and council. Write a summary of student benefits which were addressed at either or both meetings. Write a reflection addressing your learning.

**Objective H**

If this is the first course taken in the superintendent certification program, consider possible topics, problems or issues which might be suitable to develop into a capstone project. If this is the second or third course taken in the program, continue the development of the project. Professor and mentor will review and approval is essential for each step of the project. The capstone must have a focus of improving student performance.

**VII. TEXT(S) AND RESOURCES:**

On-line resources.

**VIII. EVALUATION AND GRADING PROCEDURES:**

Grades will be awarded for performance in accordance with the scale below. Students' attendance and participation will be considered when calculating the final grade.

Each activity in Section VI will have a point value of 100. Reflections will have total value of 100.

Letter Grade	PCT Grade
A	90-100%
B	80%-89%
C	70-79%

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

- A. Attendance will be taken and recorded during all class sessions.
- B. Students must email or telephone the professor indicating the reason for the absence (preferably before class).
- C. Class will start on time.
- D. Students assume the responsibility of informing the professor of a tardy arrival. **A tardy is defined as arriving to class after attendance has been taken.** Two tardies will equal one absence.
- E. **One or more absences may result in the final grade being lowered by one or more letter grades.**

**X. ACADEMIC HONESTY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action. Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Institutional Diversity, Equity & Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY STATEMENT:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

Revised: July 2014