

Syllabus for
GCSE 613—Organization and Administration of Christian Schools
3 Credit Hours
Summer Institute 2013
June 18-21, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

This syllabus is a general outline of the course and is subject to change upon notification of students in a regular class session.

I. COURSE DESCRIPTION

Defines and analyzes the administrator's role in Christian schools. Gives attention to developing the leadership competencies needed for organizing, administering, supervising, and evaluating educational personnel and programs. Includes simulated problem-solving.

II. COURSE GOALS

The course goals for the ORU Graduate School of Education have been designed to meet the “competency-based” guidelines established by NCATE and the curriculum guidelines for the “Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors.” The NCATE Educational Leadership Guidelines have been implemented where applicable to the ORU Graduate Christian School Leadership courses.

It is intended that the student will gain a practical knowledge of management issues involved in a Christian school, along with understanding of the leadership role of an administrator, both academically and spiritually. The student will initiate the process of developing and maintaining an individual “Professional Portfolio” demonstrating the development and mastery of competencies as outlined by NCATE guidelines and applied to the Christian School Leadership Program. Artifacts produced in this course will address ELCC standards 1 & 6. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate professional and ethical leadership through simulated events.
- B. Orally or in writing specify those principles and procedures, which the student intends to use when addressing information management and evaluation issues.
- C. Orally or in writing specify those principles and procedures, which the student intends to use when addressing curriculum, instruction, supervision, and learning environment issues.

- D. Conduct and outline professional development programs and demonstrate knowledge of human resource development for school personnel.
- E. Orally or in writing specify those principles and procedures, which the student intends to use when demonstrating organizational management skills.
- F. Demonstrate interpersonal skills.
- G. Create a school financial plan and development program.
- H. Write a course plan that highlights the application of technologies in the school and classrooms.
- I. Articulate the school vision and purposes to students, parents, faculty, and staff.
- J. Compare and contrast state and federal law as applied to public and private schools.
- K. Describe the School of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole-person education.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - Demuth, D., & Demuth, C. (1995). *Christian schools: How to get a school going and keep it growing*. Tulsa, OK: DEL Publications. ISBN 9781880705056
 - Deuink, J. (2008). *Management for Christian Schools, 2nd Edition*. Greenville, SC: Bob Jones University Press. ISBN 9781591668039
 - 2. None
- B. Optional Materials
 - 1. Textbooks
 - Demuth, D. (1993). *Legal requirements for Christian schools* (2nd ed.). Tulsa, OK: DEL Publications. ISBN 9781880705353

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. School and/or Department Policies and Procedures
1. Mods, Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
- C. Course Policies and Procedures
1. Evaluation Procedures
 - a. The final grade will be a composite result of performance on the following:

Preinstitute Assignment	100 points
Postinstitute Assignment	300 points
Final Exam	<u>100 points</u>
Total	500 points
 - b. Grading scale:
 - A=90-100%
 - B=80-89%
 - C=70-79%
 - D=60-69%
 - F=Below 60%
 - c. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.
 2. ePortfolio Requirements

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an ePortfolio format as prescribed by the School of Education.

3. Other Policies and/or Procedures
 - a. The student is responsible for:
 - (1) Completing all reading assignments
 - (2) Attending all regular class
 - (3) Attending all regular class meetings and examination periods.
 - (4) Completing all special assignments and submitting them on due dates.
 - (5) Making positive contributions during class discussions.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.

D. Preassignment

The student should complete the following assignments and have them ready to turn in on the first day of class.

1. Read all required text material.
2. Collect the following supportive documents from either your school or a different school:
 - School Organizational Chart
 - Policies and Procedures Manual
 - Faculty Handbook
 - Student Handbook
3. Read and write a summary of two current professional Education articles focused on any of the following topics:
 - Issues in Educational Administration
 - Issues in Educational Leadership
 - Curriculum Issues
 - Educational Policy Issues
 - Assessment
4. Read both 1st and 2nd Timothy. Write an analysis of Paul's leadership lessons as given first to Timothy and then to the church at large.

E. Postassignment

1. The instructor will explain this assignment in the opening session.
2. The Postassignment must be sent by email no later than Monday, July 23, 2012, with a confirmation request to Dr. Patrick Otto, jotto@oru.edu. Please remember, you cannot pass this class with incomplete assignments.
3. If the project is emailed one day late, there will be a 10% grade penalty.
4. If the project is emailed two days late, there will be a 20% grade penalty.
5. If the project is emailed three days late, the student will FAIL THE COURSE.

VI. COURSE CALENDAR

The following topics will be addressed:

Day 1 AM : Philosophy of Christian Education

Day 1 PM: The Administrator as the Leader

Day 2 AM: The Board/Administrator Relationship

Day 2 PM: Administration of Personnel

Day 2 PM: Principles of Supervision

Day 2 PM: Curriculum and Instructional Review

Day 3 AM: Facilities

Day 3 PM: Student Body Issues

Day 4 AM: Issues of Student Discipline

Day 4 AM: School Records and Office Procedures

Day 4 AM: Development and Strategic Planning

Course Inventory for ORU's Student Learning Outcomes
GCSE 613—Organization and Administration of Christian Schools
Summer Institute 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability		X		
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity			X	

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			