



**WESTERN KENTUCKY UNIVERSITY
COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION,
LEADERSHP, AND RESEARCH**

**COURSE SYLLABUS
EDFN 612-700
INDIVIDUAL/GROUP ISSUES IN LEADERSHIP
SPRING 2012**

Notice: All information pertaining to this course, either posted on Blackboard or on the TOPNET Web site, including course policies is subject to change until the first day of the semester.

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What is a syllabus?

One of the continuing topics of debate in education is, and has been: “Is a syllabus a contract?” There is much discussion that a syllabus, in many ways, is a contract (Slattery & Carlson, 2005, Fall; Eberly, Newton, & Wiggins, 2001; Matejka & Kurkem 1994) and there is some discussion that a syllabus is not a contract (Baecker, 1998) driving this dichotomy and confusion (Smith, & Razzouk, 1993). Adding to this conundrum are the articles positing both (see, for example, Parkes & Harris, 2002). The simple answer is: No. The simple two-part reasoning is: (1) a contract can be negotiated whereas a syllabus is not to be negotiated and (2) a contract is a *signed* document (Hardy-Lucas, n.d). There are actually four elements to create a legally-binding contract, beyond the scope and sequence of this course or discussion, each of these four elements MUST be satisfied and a course syllabus fails on several. The rationale and reasoning behind such a discussion is several students in the 1960’s started lawsuits claiming educational negligence on the part of an instructor for the student not obtaining the class objectives. The courts have found the syllabus to not be a contract, failing on any one or more of these elements, thus educational negligence is a non-issue, since there must first be a contract. Therefore, a syllabus is NOT a contract.

All this being said, I view a syllabus as a mechanism to allow students to make a conscious decision on the first day of class whether or not they would like to continue to occupy the seat in the class. In addition, a syllabus, for the most part is a flexible document for which the instructor can make modifications or amendments thereof to, at any time (Albers, 2003, January). That being said however, through experiential application it is generally in the best interests of instructors to NOT change any element in a syllabus after the first day of class. I view a syllabus more as an agreement of understanding concerning the instructional elements of learning to take place where the student gains an understanding upfront on the course objectives, however the instructor maintains the flexibility to change various elements of the course at any time to ensure the students have the best possible instructional elements to gain a full understanding of those educational objectives.

Instructor Information

Three Semester Graduate Hours
January 23, 2012-May 11, 2012
Online Course, Spring 2012
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Thursdays 9-1 and by appointment



About the Instructor

Dr. Matthew J. Basham, Ph.D. conducts extensive research in and around leadership-related topics in many disciplines including education, manufacturing, and communities. He received his doctorate from the University of Florida in 2010 in Educational Administration with a minor in Community College Administration while serving as a campus wide program chair for computer sciences. During his tenure at St. Petersburg College he helped to recreate new administrative practices and procedures to streamline processes and make them more legally sound. He also conducted extensive research in the computer sciences field, culminating in the publication of several computer networking textbooks with Prentice Hall, Pearson, and Lulu publishing. His last book received more than 20,000,000 downloads and many accolades from the mainstream media, including the New York Times, ABC, CNET, Download, The Register (UK), Slashdot and others for its technical complexity with a simple writing style. Dr. Basham has studied many areas of education research including technology law, applications of games theory in decision-making, industrial-organizational psychology, and cognitive psychology. During a session at the Berkman Center for Internet and Society at Harvard Law School, he was selected to present a session on the implications of the Patriot Act on educational institutions. Dr. Basham also received his Master's degree from the University of Florida in Mass Communications Research, where he studied rhetoric, philosophy and persuasive writing in addition to completing a doctorate-level minor in statistics while serving as the director of research in a marketing research firm. He received his baccalaureate degree from Oakland University in Michigan in Mass Communication Arts while serving as the assistant manager of media relations for Ameritech Publishing and as a field interviewer in marketing research firms. During this time he also traveled to England and France to study at Oxford University (Corpus Christi College) in debate, persuasive writing, and rhetoric with contemporary applications in political science, journalism and the arts and sciences.

Currently Dr. Basham is completing his Certified Appreciative Inquiry Facilitator training while conducting research in higher education administration investigating communication barriers in administration and leadership processes. A sampling of this research will be presented as in-class activities.

Pre-requisites

The student must have been admitted to graduate standing at Western Kentucky University in the College of Education and Behavioral Sciences.

Catalog Description

The study of issues and topics critical to the teaching success of potential community college faculty.

Purpose/Course Objectives

This course has been designed to acquaint the student with all possible aspects related to applying, interviewing, and beginning a career as an instructor, adjunct, or professor in a community or technical college. After successfully completing this course, the student will have knowledge of:

1. A basic history of community and technical colleges in the United States,
2. Various perceptions and misperceptions related to community and technical colleges,
3. Applying for a position in community and technical college teaching,
4. Interviewing for a position in community and technical college teaching, and
5. An understanding of administration in community and technical colleges.

Instructional Methods and Activities

This course will provide you with a list of readings and videos to serve as a basis for use in your assignments. For each unit you will have a series of readings and videos to watch. Then, you will be asked to prepare some application papers BEFORE attending class. You are expected to synthesize the materials into a viable form for practical application of the literature. In these papers I expect you to also call on other peer-reviewed literature to substantiate your hypotheses.

This course is not designed as for you to use to work on your dissertation. However, you can use this class to research topics NEAR your dissertation, which may be cited later in your dissertation. You may also find a thread of research which is interesting, but leads nowhere. In that case, you should write up the research and that it leads nowhere and why. This may help you hone in on a specific dissertation topic later.

Organizational Leadership students: Your paper MUST relate to education in some

aspect. I do not want to hear about improving productivity on a manufacturing process...instead I want to hear about methods for improving instruction to administrators and employees for improving productivity on a manufacturing process.

Several students in the past have mentioned the need for more interaction among the cohort. As such I will post discussion boards for each video and some for general conversations on papers.

I would encourage you to download SKYPE for use in video conferencing with the professor as applicable. We are moving to a more engaged online society and you should start using these new technologies as they emerge. I am testing out the Google + Video, so please let me know if you would like to try this also. In addition, I am working on adding Adobe Connect Pro to my video conferencing arsenal...anything to help.

Textbooks

Required:

- (1) Jenkins, R. (2010). Building a Career in America's Community Colleges. Washington, D.C.: AACC.

Consider this your field guide to a successful community college career. Learn firsthand the practical and proven techniques and how-to's for everything from getting your foot in the door, to dealing with students and colleagues, to successfully moving up through the ranks from faculty to administration. All of the tips and techniques, strategies, and practical advice come from Jenkins' experience as an instructor and administrator.

This practical primer is ideal for anyone already working in a community college and for those considering that career path. Throughout the book you will find highly engaging essays that are honest, humorous, and packed full of wisdom and insight. A great resource for lighting your way to a career in America's community colleges, this insider's guide tells what it's really like to work in a community college and helps you answer the question, "Is a community college career right for me?"

http://www.aacc.nche.edu/Publications/Pages/Product.aspx?Product_Id=863

- (2) Publication manual of the American Psychological Association, 6th edition (2010).

Plus other readings as assigned.

Required Assignment Format

As educational administrators you will be expected to express your ideas both orally and in writing. The instructor has the same expectations for this course. For written work materials should be typed or word-processed in a 12-point font, Times New Roman, double-spaced, 1 inch margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless they contribute to the quality of the paper. All materials should be proofed for accuracy more than once. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers.

Documents submitted must be in Microsoft Word documents. Assignments will be submitted as attachments. Due dates are explicit and late submissions will be penalized.

Accommodations

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Safety and Evacuation

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

Plagiarism

Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed just a few words is also plagiarism. Plagiarism is an act of academic dishonesty. Student who commit any act of academic dishonesty may receive a failing grade from the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Our department (EALR) has found that most incidents of plagiarism are due to ignorance of the definition and the permissible limits on using and acknowledging other people's work. Accordingly, our department requires the following:

Before receiving a grade in this course, students will be required to verify in writing (please fill out a copy of the plagiarism verification form attached at the end of this syllabus, sign, and return the hard copy to me certifying said compliance) and that they have completed one of the following:

The Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules:

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

or,

Indiana University's Plagiarism and Academic Integrity:

<http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm>

Please note the distinction between a *paraphrase* and a *direct quote*. Much of the problem is due to students "paraphrasing," so they say or think, when they are actually plagiarizing. Paraphrasing requires completely rewriting the meaning of a passage in your own words. Plagiarizing, in contrast, typically involves changing a few words but whole phrases or sections of a sentence or passage are lifted intact.

Also note that the Harvard tutorial suggests that direct quotes but not paraphrases need a p. #. **I disagree strongly** with that. In a direct paraphrase, the thought or idea comes from the author cited, not you; thus it deserves a p. #. Even if you re-arranged the words, the meaning is borrowed so p. # must be attributed.

This section written by Dr. Stephen Miller, WKU, 2011.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade for this course without the possibility of withdrawing from class. Acts of academic dishonesty shall be reported to the Department and/or the Dean of the college for possible disciplinary action and may result in permanent disqualification from the program.

Participation

Regular classroom participation is essential for your success and the success of others. Remember, sharing with all is crucial for a successful seminar. You are expected to read all assignments prior to class. There is an expectation that relevant literature beyond what is assigned will be identified, obtained, and read by the student. Any behavior that is disruptive is not acceptable and will result in lowering of your grade. If the university officially cancels class for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless notified otherwise. You MUST fill out the plagiarism form and turn it in to me a.s.a.p. Keep a copy of it for yourself. You will find the professors requiring it every semester.

Technology Requirements

Students will be expected to have access to the Internet and e-mail and to regularly check their **WKU email**. All communications within this course are to take place using the WKU email system only. You should have a headset and video camera for the purposes of using SKYPE, Adobe Connect Pro or other video conferencing technology to connect with your colleagues and professor.

Statement of Diversity

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are important to student and school success. We fundamentally believe in and support the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Course Adjustments

The instructor reserves the right to change the course requirements, schedule, and syllabus after proper and timely notice to the students.

Grading

A	93%-100%
B	85-92%
C	75-84%
D	70-74%
F	below 69%

Gaining points:

You will have the opportunity to “gain” points by citing recent (2009+) literature (the bulk of your references) in your synthesis papers that support you point in a meaningful manner. Those points will be determined on a case-by-case basis. You will have the opportunity to “gain” points by turning in your work by the due dates on the schedule above.

Losing points:

Of course, with every plus, there should be a minus. Thus, you will lose points for grammatical errors, spelling errors, fact errors, and APA errors. Not citing works or opinions will also be penalized.

Drafts:

Of course, I am always here to help. Feel free to send me your ideas for papers

Grading Rubrics

I am making this easy...and turning this into a checklist for you to aid you in your planning efforts (1600 points total possible)

_____	Prologue Synthesis (100)
_____	Unit 1 Assignment (100)
_____	Unit 1 Synthesis (100)
_____	Unit 1 Participation (100)
_____	Unit 2 Assignment (100)
_____	Unit 2 Synthesis (100)
_____	Unit 1 Participation (100)
_____	Unit 3 Assignment (100)
_____	Unit 3 Synthesis (100)
_____	Unit 1 Participation (100)
_____	Unit 4 Assignment (100)
_____	Unit 4 Synthesis (100)

_____ Unit 1 Participation (100)
_____ Unit 5 Assignment (100)
_____ Unit 5 Synthesis (100)
_____ Unit 1 Participation (100)

Course assignments

Prologue

1. Complete the plagiarism course and turn in ASAP!
2. Read Basham, M.J. *"A History of Education."*
3. Look over the AACC Youtube channel.
4. Look over the website on *"What are community colleges?"*
5. Read Robinson-Neal, A. *"Exploring diversity in higher education management."*
6. Read the *"Complete College Initiative"* from Governor Beshear.
7. Read the *"History of Community Colleges."*
8. Write a synthesis/application paper using the information in this unit. Post the paper to the tests/quizzes section and to the discussion board.
9. Read and comment on each paper from the classmates. The comments should be thoughtful and insightful, not just "I agree" or "interesting."

Unit 1: Why a Community College Career?

1. Read Unit 1 in the Jenkins textbook.
2. Look over the website with the *"Path to Opportunities"* videos.
3. Watch the NBC video on *"New Careers with Job Retraining."*
4. Watch the NBC video on *"Tips on How and Where to Apply to College."*
5. Look over the website on *"The Community College Job Search."*
6. Look over the website containing *"Community College Facts."* Pay particular attention to the Kentucky data and individual community and technical college data for which may be applicable to you.
7. Read the website *"Why Consider a Career in Community Colleges?"*
8. Read the website *"Why Community Colleges?"*
9. Read the website *"Community College Search...from Stanford."*
10. Complete the assignment on community college perceptions. Post this to the tests and quizzes section and to the discussion board.
11. Write a synthesis/application paper using the information in this unit. Post the paper to the tests/quizzes section and to the discussion board.
12. Read and comment on each paper from the classmates. The comments should be thoughtful and insightful, not just "I agree" or "interesting."

Unit 2: What Community Colleges WANT!

1. Read Unit 2 in the Jenkins textbook.
2. Watch the video vignette on *"The Private Sector."*
3. Read the Kalogrides & Grodsky article *"Something to fall back on: Community Colleges as a safety net."*
4. Read the Bartholome article *"Is Community College teaching the road to nowhere?"*

5. Read the Flannigan, Jones, & Moore article "*An exploration of faculty hiring practices in community colleges.*"
6. Look over the website on "*Applying for jobs at community colleges.*"
7. Read the website article on "*Writing a cover letter for a Community College teaching application.*"
8. Read the Basham article on "*How pathetic are your hiring practices?*"
9. Complete the assignment for this unit by applying at a community college and writing up a 1-2 page summary of your experiences and reflections on doing so.
10. Write a synthesis/application paper using the information in this unit. Post the paper to the tests/quizzes section and to the discussion board.
11. Read and comment on each paper from the classmates. The comments should be thoughtful and insightful, not just "I agree" or "interesting."

Unit 3: Interviewing at a Community College

1. Read Unit 3 in the Jenkins textbook.
2. Look over the Brian Krueger channel on Youtube.
3. Look over the website on "*Two-year college interview tips.*"
4. Read through the blog on "*Confessions from a Dean: On Interviewing.*"
5. Look over the website on "*Community College job interview tips.*"
6. Read the document on "*Common Interview Questions.*"
7. Read the document on "*Administration Interviewing.*"
8. Complete the assignment for this unit by interviewing at a community college and writing up a 1-2 page summary of your experiences and reflections on doing so.
9. Write a synthesis/application paper using the information in this unit. Post the paper to the tests/quizzes section and to the discussion board.
10. Read and comment on each paper from the classmates. The comments should be thoughtful and insightful, not just "I agree" or "interesting."

Unit 4: On the Job Training as a Community College Instructor

1. Read Unit 4 in the Jenkins textbook.
2. Watch the video on "*Adventures in Community College Teaching.*"
3. Watch the NBC video on "*New Careers with Job Retraining.*"
4. Watch the NBC video on "*E-degrees: More Americans go back to college online.*"
5. Watch the NBC video on "*What works: The Spry Community School.*"
6. Watch the NBC video on "*Schools get wise to night owl students.*"
7. Watch the video on "*Why am I failing English?*"
8. Watch the video on "*The art of weaving student success into your classroom.*"
9. Watch the video on "*David Letterman's top 10 things you don't learn about teaching in college.*"
10. Watch the video on "*Adjunct teaching.*"
11. Watch the video on "*Why do you teach?*"
12. Watch the video on "*WKCTC named top 5 community college.*"
13. Watch the video on "*A day in the lives in Kentucky Community College*"

- Students.*”
14. Watch the video on “*Migrating from powerpoint...making online teaching more engaging.*”
 15. Spend some time looking at all of the resources on the website “*How to teach.*”
 16. Watch the videos “*How to deal with disruptive students Part 1 and 2.*”
 17. Watch the video “*Dealing with adult learners and disruptive students.*”
 18. Complete the assignment for this unit by interviewing a faculty member at a community college and writing up a 1-2 page summary of your experiences and reflections on doing so.
 19. Write a synthesis/application paper using the information in this unit. Post the paper to the tests/quizzes section and to the discussion board.
 20. Read and comment on each paper from the classmates. The comments should be thoughtful and insightful, not just “I agree” or “interesting.”

Unit 5: Things to know about Community College Administration.

1. Read Unit 5 in the Jenkins textbook.
2. Watch the video on the “*White House Summit 2011 on Community Colleges.*”
3. Read over all of the comments on the accompanying *blog site*.
4. Watch the other video on the “*White House Summit.*”
5. Read the article by Robinson-Neal on “*Exploring diversity in higher education management.*” (duplicate)
6. Read the article by Doyle on “*The effect of community college enrollment on bachelor’s degree attainment.*”
7. Read the article by Katsinas & Kennamer on “*An early history of the rural community college initiative.*”
8. Watch the NBC video on “*Bartering for college tuition one pig at a time.*”
9. Watch the NBC video on “*What works: The Spry School*” (duplicate)
10. Watch the NBC video on “*E-degrees: More Americans go back to college online.*”
11. Watch the NBC video on “*For some, college debt just doesn’t add up.*”
12. Read the article by Richard on “*Ideas on Fostering Creative Problem Solving in Executive Coaching.*” 13758036.pdf
13. Read the article by Blattner “*Coaching: The successful adventure of a downwardly mobile executive.*” 16585507.pdf
14. Read the article by Stevens on “*Executive coaching from the executive’s perspective.*” 20046227.pdf
15. Read the article by Simon on “*Leadership and managing ambivalence.*” 21558917.pdf.
16. Read the article by Alshare, Wenger, & Miller on “*The role of teaching, scholarly activities, and service on tenure, promotion, and merit pay decisions: Deans’ perspectives.*” 27465554.pdf
17. Read the article by Sherwood and DePaolo on “*Student peer evaluations in business education: A web-based administration.*”
18. Read the article by Passmore on “*An integrative model for executive coaching.*”

Cpb-59-1-69.pdf.

19. Read the article “*How to say you’re fired!*”
20. Complete the assignment for this unit by interviewing an administrative member at a community college and writing up a 1-2 page summary of your experiences and reflections on doing so.
21. Write a synthesis/application paper using the information in this unit. Post the paper to the tests/quizzes section and to the discussion board.
22. Read and comment on each paper from the classmates. The comments should be thoughtful and insightful, not just “I agree” or “interesting.”

References

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- Baecker, D. L. (1998). Uncovering the rhetoric of the syllabus: The case of the missing “I.” *College Teaching*, 46(2), 58-62.
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- Habaneck, D. V. (2005). An examination of the integrity of the syllabus. *College Teaching*, 53(2), 62-64.
- Hardy-Lucas, F. (n.d.). Constructing legally sound syllabi.
http://provost.hamptonu.edu/cte/legally_sound_syllabi.cfm
- Matejka, K., & Kurke, L. B. (1994). Designing a great syllabus. *College Teaching*, 42(3), 115-117.
- Parkes, J., & Harris, M. B. (2002). The purposes of a syllabus. *College Teaching* 50(2), 55-61.
- Slattery, J. M., & Carlson, J. F. (2005, Fall). Preparing an effective syllabus: Current best practices. *College Teaching*, 53(4), 159-164.
- Smith, M. F., & Razzouk, N. Y. (1993). Improving classroom communication: The case of the course syllabus. *The Journal of Education for Business*, 68(4), 215-221.

Additional Reading Library

Note: the pdf numbers refer to the file number on the blackboard website...these are for informational purposes and may be used by you in your application papers.

Annual Evaluations/Executive Coaching

- Ballaro, B. (2008). Making performance reviews less stressful—for everyone. *Harvard Management Update*. 28095014.pdf
- Boehm, J. K. & Lyubomirsky, S. (2008). Does happiness promote career success? *Journal of Cases in Educational Leadership*, 16 (101). 101.pdf
- Dik, B. J. & Hansen, J. C. (2008). Following passionate interests to well-being. *Journal of Cases in Educational Leadership*, 16 (86). 86.pdf
- Field, A. (2007). Block that defense: How to make sure your constructive criticism works. *Harvard Management Update*. 2646113.pdf
- Marino, M. (2005). Understanding the importance of job descriptions: How to put them in writing. *Tactics*.
- Park, A. (2007). Making the most of your coaching program. *Harvard Management Update*. 26464110.pdf

Change Management

- ASHE Higher Education Report (2009). 35(1), 67-85. 44185424.pdf
- Duestchman, A. (2007). Change or Die. (Read just the corporate /manufacturing chapters).
- Kotter (1996). Leading change.
- McKenzie, K. B. & Scheurich, J. J. (2007). King Elementary: A new principal plans how to transform a diverse urban school. *Journal of Cases in Educational Leadership*, 10 (19). 19.pdf
- McKinney, L. & Morris, P.A. (2010). Examining an evolution: A case study of organizational change accompanying the community college baccalaureate. *Community College Journal of Research and Practice*, 37(3), 187-208. 47115018.pdf
- Means, B. (2010). Technology and education change: Focus on student learning. *Journal of Research on Technology in Education*, 42(3), 285-307. 49226508.pdf
- Michelman, P. (2007). Overcoming resistance to change. *Harvard Management Update*. 25655902.pdf
- Salmonowicz, M. J. (2007). Scott O'Neill and Lincoln Elementary School: Preventing a slide from good to worse. *Journal of Cases in Educational Leadership*, 10 (28). 28.pdf
- Stader, D. (2006). The bayou high school blues. *Journal of Cases in Educational Leadership*, 9 (33). 33.pdf
- Stroup, J. T., Salmonowicz, M. J., & Broom, C. C. (2007). James Madison High: A school at the crossroads. *Journal of Cases in Educational Leadership*, 10 (34). 34.pdf

Leadership, 10 (10). 10.pdf

Conflict Resolution

- Albardiaz, R. (2009). Teaching confrontation skills: A session on conflict resolution. *Education for Primary Care*, 468-470. 47782545.pdf
- Catterall, J.S. (2007, June). Enhancing peer conflict resolution skills through drama: An experiential study. *Research in Drama Education*, 12(2), 163-178. 25085222.pdf
- Ghorpade, J., Lackritz, J. & Singh, G. (2007). Burnout and personality: Evidence from academia. *Journal of Cases in Educational Leadership*, 15 (240). 240.pdf
- Harris, G. (2008). 'If your only tool is a hammer, any issue will look like a nail': Building conflict resolution and mediation capacity in South African universities. *Higher Education*, 55, 93-101. 28451340.pdf
- Shaprio, E.J. & Dempsey, C.J. (2008, Summer). Conflict resolution in team teaching: A case study in interdisciplinary teaching. *College Teaching*, 56(3), 157-162. 33648955.pdf

Delegation

- Baird, J.A. & Lee-Kelley, L. (2009, January). The dearth of managerialism in implementation of national examinations policy. *Journal of Education Policy*, 24(1), 55-81. 36188670.pdf
- Basham (2008). How to delegate. Unpublished paper.
- Cutler, W.G. (2008, March-April). Hank attempts to delegate. *Research Technology Management*, 59-61. 31311009.pdf
- Goldsmith, M. (2007). How can I become better at delegating? *Harvard Management Update*. Delegating.
- Johnson, L. K. (2007). An update classic: Are you delegating so it sticks? *Harvard Management Update*.
- Lane, J.E. (2007). The spider web of oversight: An analysis of external oversight of higher education. *The Journal of Higher Education*, 78(6), 615-644. 28059086.pdf
- Paola, M. & Scoppa, V. (2007, February). Delegation, skill acquisition and turnover costs. *Journal of the Economics of Business*, 14(1), 111-113. 24409883.pdf
- Watson, G.H. (2009, January). It's the people, stupid, not the stupid people. *The Journal for Quality and Perception*, 42-44. 36560659.pdf

Distributed Leadership

- Angelle, P.S. (2010). An organizational perspective of distributed leadership. *Research in Middle Level Education*, 33(5), 1-16. EJ887819.pdf
- Field, A. (2007). Coaching your team's performance to the next level. *Harvard Management Update*. 26045619.pdf
- Hartley, D. (2007, June). The emergence of distributed leadership in education: Why now? *British Journal of Educational Studies*, 55(2), 202-214. 25149940.pdf

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How to write an application paper

Here is an example of an application paper that I wrote while I was a graduate student at the University of Florida. The assignment was to find an article and apply the information to your role as an administrator. In your assignment, I have given you the videos to watch. I want you to apply the information, just as you see here, but also to find an article to support your position. I would suggest you first using articles and readings from your past classes to reinforce your understanding of those articles. Please notice how short the abstract is...I want to hear from you, not the author. Also, please note this article review was not written in APA, but using a blend of Harvard Style and APA.

Article Review #3
November 1, 2002

Matthew Basham
EDH 7225

Holmes, G. and Levin, D. (Fall 2000). Who owns course materials prepared by a teacher or professor? The application of copyright law to teaching materials in the Internet age. *Brigham Young University Education & Law Journal*, 1, 165-190. Retrieved October 17, 2002 from Academic Search Premier database.

I. Abstract

This article briefly reviews the structure of the U.S. copyright law, state common laws relevant to copyright law for teachers, the Digital Millennium Copyright act, and how they may apply to educators. Two questions examined here: (1) "If ...course materials constitute copyrightable works under federal copyright law, the question arises: Who owns the copyright of such materials?" (2) What is the legal effect of the teacher or professor posting such materials on the educational institution's Internet website?

II. Critical analysis/Implications for Higher Education Administrators

Copyright law as it pertains to education has been tested many times since the revised copyright act of 1909, which included copyright tests for educators. In the future as we develop our leadership and administrative skills a time will come which will test our skills as administrators. There are many changes taking place in education everyday¹ that will test our resolve as administrators. In light of curriculum moving on-line and the proliferation of the Internet in the classroom one challenge that most likely will continue to emerge surrounds copyright law and ownership of materials.

Individual teachers are ultimately responsible for adherence to copyright laws.² Most academic institutions have very liberal policies to protect themselves and the instructors.³ SPC's policy is stated as such:

St. Petersburg College supports and encourages its employees to develop scholarly and creative works and educational materials and products--intellectual property which may be subject to copyright or patent and which may generate royalty income. Such development may involve the use of college time and resources. In order to balance, protect, and define the respective rights of St. Petersburg College and its employees regarding intellectual property that may be subject to copyright or patent...

After reviewing the article the policy of SPC is strictly in adherence with current copyright law.

The predominant question in copyright law in education is who owns the materials? Clearly copyright law states that professors developing materials for their classes are employees for the university and, thus, clearly their efforts belong to the university. Much in the same way an engineer working for a technology company who develops a new product while at work, then the company owns the intellectual rights for that product.

All the reported cases that do exist have either held, or stated in dictum⁴, that the copyright to the materials in issue in those cases belonged to the faculty member, at least in absence of an explicit agreement to the contrary rule between the institution and the faculty member.

Yet, as pointed out in this article⁵ and other cases, time and time again, the interpretations of the copyright law clearly assigns ownership to the instructor. For us as emerging leaders it would be in our best interests and the best interests of our staff's and school to have written permission/ownership of intellectual property agreements between our faculty who post materials on the Internet, whether it is on our website or not.

In conclusion we can be reasonably safe that our hard work will remain our property. Yet to be "a star" administrator or leader, especially with the tremendously fast growth of the Internet and its implementation for educational institutions, we need to keep informed about the changes in copyright laws.⁶

¹ See An Introduction to the Philosophy of Process Education (2002). Retrieved October 23, 2002 from <http://www.pcrest.com/pe.htm>.

² See SPC District Board of Trustees On-line Rules and Procedures. "The online Rules and Procedures are intended to reflect the official Rules and Procedures of the Board of Trustees and in addition to federal and state law, govern the College, students, and employees in the areas including but not limited to general and administrative; employee

relations; academic and student affairs; student services; business services; and facilities institutional services." Retrieved October 31, 2002 from <http://www.spjc.edu/central/BOTRules/>

³ See SPC District Board of Trustee Procedure P6Hx23-1.35 Copyright and Patent.

⁴ A *dictum* in legal ease is "a view expressed by a judge in an opinion on a point not necessarily arising from or involved in a case or necessary for determining the rights of the parties involved (called also *obiter dictum*)" Retrieved October 31, 2002 from <http://dictionary.lp.findlaw.com/scripts/results.pl?co=dictionary.lp.findlaw.com&topic=f1/f13593d133299763b85ed95d8c302d7f> In my opinion a dictum is an editorial of the judge which is not relevant to the case or its outcomes. What a total jerk! Would be an example, even though a judge would not necessarily say that in court.

⁵ See Williams v. Weissner 153 U.S.P.Q. 866 (Cal. Super. Ct. 1967) and 78 Cal. Rptr. 542 (App. 1969); Weinstein v. University of Illinois 811 F. 2d. 1091 (7th Cir. 1987); and Hays v. Sony Corporation of America 847 F. 2.d 412 (7th Cir. 1988).

⁶ See Webber, A. (June 1998). Are You a Star at Work? Retrieved October 3, 2002 from <http://www.fastcompany.com/online/15/star.html>