

NOTICE: All information pertaining to this course at this website, including course policies, is subject to being changed until the first day of the term. Last updated April 10, 2015.

**WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH
EDAD 694-M77: Seminar in Educational Administration
(Three Semester Hours Credit)
Summer Term 2015 (June 6-July 25)
Internship with one face-to-face class meeting on June 6
8:00 a.m. to 10:00 a.m. Central Time
Gary Ransdell Hall 30xx**

Instructor: Dr. Gary Houchens, Associate Professor
Department of Educational Administration, Leadership, and Research
GRH 3083

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Prerequisites

Successful completion of Level I coursework for principal certification or Instructor's permission.

COURSE INFORMATION

Catalog Description

Examination of current leadership practices with emphasis on the changing role of the education administrator.

Purpose

This course is intended to serve as the "capstone" experience for programs in educational administration. The general focus relates to common themes of transformational leadership including conflict resolution, strategic planning, collaboration, team building, personal and professional transitions and an introspective analysis of the student's motivation to become a school leader.

Course Objectives

By the end of this course students will be able to do the following:

1. Identify characteristics/traits among faculty/staff and build effective teams using this information.
2. Identify and adopt leadership practices characterized by democratic approaches to decision making and problem solving
3. Effectively delegate responsibilities to others based on experience with them and confidence in them.
4. Approach and resolve conflict within schools with effective strategies.
5. Identify ethical leadership in others and employ a framework of their own
6. Be able to lead an innovation within their school using a change model that fosters lasting improvement.

Course Topics

There is an expectation that students will call on experiences and previously-acquired leadership skills as they participate in classroom activities and online assignments. Topics include employee motivation, teambuilding, democratic leadership, shared decision making, delegating, conflict resolution, ethical leadership, and the change process.

Textbooks

There is no required text for this course. Any assigned readings for the course will be posted to Blackboard.

Major Teaching Methods

During this internship class, candidates will apply a problem-solving model to address a pertinent problem/issue in practice. Each candidate will conduct an internship within a school district and will collaborate with an assigned mentor, the instructor, and professional colleagues to meet the course requirements. Blackboard and WKU e-mail will be used for discussion and sharing of information.

Grading/Evaluation

Candidates' attainment of course objectives will be evaluated through their completion of written internship documents and communications/discussions within Blackboard.

A. Methods

1. Internship documents will be evaluated based on satisfying the requirement as assigned and the quality of the work.

B. Points Assignment

The final grade will be based on the total number of points accumulated.

A	=	91-100 points
B	=	81-90 points
C	=	71-80 points
D	=	61-70 points
F	=	0-60 points

The total number of points will be distributed as follows:

- | | |
|------------|---|
| 100 points | Internship Documents: |
| | <ul style="list-style-type: none">• Contract=15 points• Internship Activity Log & Evaluation/Verification=50 points• Reflection=25 points |

Course Assignments

As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.25" left/right margins, 1.0" top/bottom 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 pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. **All documents are to be submitted as a Microsoft Word document. Assignments submitted in any other format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

Students are expected to be self-directed and to communicate progress to the instructor routinely. ***Due dates are explicit and points will be deducted for late assignment submissions.***

Course assignments include:

- Internship:** Candidates will practice the problem-solving model within a focused internship project. Candidates will complete required internship documents which include: (1) **Contract** outlining professional learning objectives and planned activities to demonstrate competence for the objectives [15 points]; (2) **Internship Activity Log** with supporting documents (agendas, meeting minutes, notes, etc.) which reflect 40 hours or more of activities directly related to the learning objectives and **Internship Performance Evaluation and Verification Form** [50 points]; and (3) Written **Reflection** paper, 2-3 pages in length [25 points].

Plagiarism Policy

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. 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 a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course students will be required to verify in writing that they have completed 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>.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action that may result in permanent disqualification from the program.

Participation

Graduate students should be able and willing to share information and ideas; productive participation is essential for success in the course (e.g., class meetings, Blackboard discussions, electronic communication). Students are expected to read all assignments prior to discussion in class or on the web, if applicable.

Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Any behavior which is disruptive or interferes with other students' learning is not acceptable and may result in loss of points. A student's final grade for the course will be adversely affected by lack of attendance (including coming in late and/or leaving early), lack of participation in class activities, and/or failure to complete graded/non-graded assignments.

Students may have personal and professional conflicts with scheduled class meetings or course events. Students must prioritize and make decisions related to scheduling conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and

assignments for all classes missed.

If the University officially cancels classes 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 other instructions are given.

Technology Requirements:

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

Statement of Diversity

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and 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.

Students with Disabilities

If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations (academic adjustments and/or auxiliary aids of services) for this course you must contact the Office for Student Disability Services DUC A-200 of the Student Success Center in Downing University Center. The telephone number is (270) 745-5004. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disabilities Services.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to the students.

References

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Group USA.

Heath, C., & Heath, D. (2010). *Switch*. New York: Broadway Books.

Kahneman, D. (2013). *Thinking Fast and Slow*. New York: Farrar, Straus and Giroux.

Starratt, R. J. (2004). *Ethical Leadership*. New Jersey: Wiley.