



**SCHOOL OF LEADERSHIP AND PROFESSIONAL STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

NOTICE: All information pertaining to this course, including course policies, is subject to change until the first day of term. Should changes need to be made after the first day of the term, such as for unforeseen events, academic calendar changes made by the university, significant developments in the field, etc., students will be informed, and changes will not penalize students.

COVID INFORMATION SUMMER 2022

SEE HEALTHY ON THE HILL WEBSITE FOR THE MOST UP TO DATE GUIDANCE RE CAMPUS AND COVID PRECAUTIONS <https://www.wku.edu/healthyonthehill/>

EDAD 597: Problems in Education Administration
(3 semester hours credit)
Summer 2022

Instructor Contact Information:

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Office Location and Hours: WKU Main Campus, Gary Ransdell Hall, 2014 & WKU-Owensboro
By appointment on either campus or via Zoom

I understand many of these times may not work in your schedule. I am happy to meet with you at a time that works best in your schedule. Please email me sometimes that work for you to meet via Zoom or phone if that is your preference.

Class Delivery Model and Dates:

This class will be delivered asynchronously online with some synchronous components via Zoom. This class will consist of at least four, 2-hr sessions. Our class meeting times are as follows:

June 9, 2-6 pm EDT via Zoom (in conjunction with EDAD 794)
June 16, 2-6 pm EDT via Zoom (in conjunction with EDAD 794)
June 23, 2-6 pm EDT via Zoom (in conjunction with EDAD 794)
June 30, 2-6 pm EDT via Zoom (in conjunction with EDAD 794)

Course Description & Rationale:

Individual problems and self-assessments in educational administration and supervision.

Course Description

This course is an exploration of system improvement and change leadership. The theoretical framework is grounded in Improvement Science and the ideas developed at Harvard University by Ron Heifetz and Marty Linsky over the last 30 years about the work of leaders in mobilizing groups to act to solve complex and seemingly intractable problems.

In this course, students will: (1) apply systems thinking to promote coherence in improvement efforts, (2) use adaptive leadership protocols to learn how to distinguish technical challenges from adaptive ones in the field of education administration; (3) understand group dynamics and work avoidance when it comes to facing adaptive challenges; (4) the tactics of adaptive leadership and improvement science as applied to education leadership, including pacing, forging partnerships, acting politically and distinguishing between the view from the 'balcony' and the 'dance floor'; and (5) the risks to those who take on adaptive leadership challenges.

After taking the course, students will have a stronger sense of their own opportunity to lead, regardless of the formal authority that they may or may not possess. The practice of adaptive leadership and improvement science will equip students with both a better understanding of how to approach threats that have resisted past attempts at resolution and a set of practical tools that they can employ in tackling those threats.

Professional Standards for Education Leaders (PSEL Standards)

The Professional Standards for Educational Leaders (PSEL), formerly known as ISLLC standards, aims to ensure district and school leaders can improve student achievement and meet new, higher expectations.

The standards can be accessed via the [National Policy Board for Educational Administration](#) at the following link: [PSEL Standards](#)

Course Objectives & Learning Targets:

Performance in the course will be assessed by evaluating the extent to which doctoral students can successfully...

- **Learn the concepts of improvement science and adaptive leadership and apply a framework and competencies** for building and distributing leadership at the school and district level, engaging and empowering others in solving challenging educational problems, including those that require shifts in beliefs and practices.
- **Operationalize the fundamental belief that principals and district leaders can and should set the culture** of the schools and districts.
- **Learn how to establish a sense of urgency, craft, and communicate a strong vision**, and actively shape a school and district culture to support the most critical work.

EDAD 597: PROBLEMS IN EDUCATION ADMINISTRATION

- **Develop the knowledge and skills to lead a diverse school and district community** that supports all students in reaching their potential.
- **Demonstrate personal reflective practice emphasizing self-knowledge** using two models of change leadership. Each session will introduce specific reflection practices using the adaptive leadership competencies. Each competency will help you generate the leadership knowledge that matters most: self-knowledge.
- **Explore, identify, and address equity challenges** by using data, and learn how to build an equitable school culture that promotes excellence for all.
- **Demonstrate social practice using an adaptive challenge and prototype of change in education:** in each module you will apply what you've learned to the place where you live and work.

Pre-requisites (if applicable):

Admission to Graduate Level Educational Leadership Rank 1 Certification (DPP, SOI, DOSE) or by permission of instructor.

Student Expectations and Requirements:

- Asynchronous online activities in a blended learning environment
- Online and face-to-face discussions
- In-class communication simulations and role plays
- Case studies
- Superintendent entry plan
- Instructional Leadership paper

Required Texts and Materials:

- Chenoweth, K. (2021). *Districts that succeed: Breaking down the correlation between race, poverty, and achievement*. Cambridge, MA: Harvard University Press.
- O'Malley, E. & Cebula, A. (2015). *Your leadership edge: Lead anytime, anywhere*. Wichita, KS: Kansas Leadership Center.

Other Readings:

- Case Studies from the Harvard Graduate School of Education, *The Journal of Cases in Educational Leadership*, and the National Center for Education and the Economy and the National Institute for School Leadership.
- Childress, S. & Marietta, G. (2017). *A problem-solving approach to designing and implementing a strategy to improve performance*. Harvard, PELP.
- Heifetz, R.A. & Laurie, D.L. (1997). *The work of leadership*. Harvard Business Review, 75 (1), 124-134.
- Kansas Leadership Center (2019). *The KLC Leadership Framework*. Wichita, KS: Kansas Leadership Center. <https://kansasleadershipcenter.org/>
- Lewis, C. (2015). What is improvement science? Do we need it in education? *Educational Researcher*, 44(1), 54-61.
- Senge, P. (2007). Collaborating for systemic change. *MIT Sloan Management Review*, 48(2), 44-53.

Major Learning Methods:

Students will engage the course content via reading assignments, instructor presentations, in-class and online discussion, and written assignments. Focus will be upon active engagement as adult learners. This is an online course, so pedagogical methods will focus on active engagement in online and video-based discussions as well other online methods of student engagement. The following methods will be used for online instruction:

- **Didactic Instruction-** This entails the use of short video lectures and PowerPoint presentations as well as content presentations using YouTube, Media Site, or Zoom voice threads.
- **Tutorials or Supervisions** -Text-based analysis and discussion, mentoring/ coaching, or peer group consultation are all methods that exist using the tutorial method. Arguably, this model, which is used at Oxford and Cambridge, is as old as formal teaching and perhaps older, since it is in some respects the collegiate equivalent of the apprenticeship model. In this course, we will use the following technology platforms for tutorials (a) The [Hypothesis](#) is an asynchronous platform that builds critical-thinking and community using collaborative annotation and active reading enabling students to engage with texts, ideas, and each other in deeper, more meaningful ways. (b) [Zoom](#) video conferencing will be used for synchronous seminars, and the coaching or mentoring for the Praxis Project.
- **Seminars, Case Studies, Discussion Board** -Large group discussion about a text or a case study presented to the class using a Socratic method of dialog and critical thinking-based discussion and problem solving. This method is ideally reserved for face-to-face classroom situations but may use Zoom or other video conferencing methods if needed. The case study method is one of the most highly regarded ways to teach public and private sector leaders in business, public administration and education. In this course, we will use the following technology platforms (a) [Zoom](#) video conferencing will be used for synchronous seminars or case discussions. (b) [Flipgrid](#) is a video discussion platform that allows students to record short responses so that discussion can take place asynchronously. (c) [Blackboard Discussions](#) will be written responses using Blackboard centered on questions from the readings and lectures.

Grading/Evaluation:

This course utilizes a standards-based approach to student assessment. Assignments are not worth point values as in a traditional class. Rather, feedback is provided to students relative to their progress toward mastery of the learning targets that define the content and skills students should know and be able to do at the conclusion of the course.

All assignments are designed to introduce students to these concepts and skills and allow them to use new knowledge and practice new skills until mastery of each learning target is demonstrated. See the learning targets describe above.

Rubrics are provided for each assignment offer descriptions of student performance indicating the extent to which the learning targets associated with the assignment have been mastered, partially mastered, or whether there is still limited evidence of mastery.

Final Grade Assignment

The final letter grade for the course will be assigned based on the following scale:

EDAD 597: PROBLEMS IN EDUCATION ADMINISTRATION

A = 7 targets mastered

B = 6 targets mastered

C = 5 targets mastered

F = less than 5 targets mastered

I reserve the right to make changes to the point value for the assignments and/or add points for small point value that may be completed as part of the virtual lessons.

90-100% of total points = A

80-89% of total points = B

70-70% of total points = C

60-69% of total points = D

Below 60% of total

Assignment Format: As organizational leaders, 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 in 12-point font, Times New Roman, double-spaced, 1.0" left/right margins, 1.0" top/bottom margins. APA style will be used for all papers and written assignments unless otherwise indicated. All documents are to be submitted as a Microsoft Word or PDF documents. 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.

COURSE ASSIGNMENTS

Course assignments include the following. Rubrics and guidelines for each will be posted under Blackboard. Assignment expectations will be discussed in great depth during the orientation class session. Each assignment will be carefully aligned to the learning targets it is designed to measure.

Discussion Board Participation

Graduate students are expected to complete all required readings and participate productively in Blackboard discussions (see Discussion Rubric). Blackboard Discussions will be centered reflective thinking on questions from the readings and lectures.

Discussion Board Format: Students will have discussion prompts most weeks. They will be expected to post an initial response by the middle of the week (Wednesday) and then engage in substantive discussion and dialog with members of the class through the discussion board by the end of each session (end of the day on Sundays).

Discussion Board Postings: You are encouraged to log in at least three times during the week to have an opportunity to respond to posts of classmates. Posts should be a minimum of one short paragraph and a maximum of two paragraphs. Avoid postings that are limited to "I agree" or "great idea", etc. Tell why you agree or disagree with a posting and support your statement with concepts from the reading for that week or by relating a real-world example or experience.

If you use quotes from the readings, include appropriate references. Look for opportunities to build on responses of others. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) when possible.

EDAD 597: PROBLEMS IN EDUCATION ADMINISTRATION

Netiquette: Postings to the discussion boards require polite behavior or the learning process breaks down, people's feelings are hurt, and your grade may be impacted. Polite online behavior is called "netiquette". This class will use the Netiquette guidelines established by Deana Molinari and posted on the course Blackboard site.

Discussion Scoring Rubric: Each week you will respond to a discussion board prompt based on the readings or course assignments. The instructor will post a prompt in the small group discussion board. You will be given due dates for your initial and follow-up posts for each discussion assignment. Discussion board participation will be graded at mid-term and at the end of the class and scored using the following rubric.

Indicator	<i>Performance Target Met</i>	<i>Improvement Needed</i>	<i>Incomplete</i>
Initial Response	Rich in content. Evidence of thought, insight, and analysis. Reflects understanding of course content and ability to apply it meaningfully. Deadline met.	Does not reflect full understanding of content or meaningful application. Deadline not met.	Information is thin or incomplete. No analysis or insight is displayed. Does not reflect understanding of content or application.
Subsequent Responses	Responses to colleagues' postings provide the requested number of responses. Responses reflect understanding of course content and ability to apply it meaningfully. Subsequent response deadlines met.	Responses to colleagues' postings provide only minimal requested number of responses and not meaningful in connection to content. Subsequent responses are late.	Responses to colleagues' postings do not provide the requested number of responses. Subsequent responses are late and out of sync with discussion.
Stylistics & Grammar	Few grammatical errors. Few stylistic errors.	Grammatical or stylistic errors.	Obvious grammatical and stylistic errors. Errors interfere with content.

Case Study Method:

This class will utilize the case study method of instruction. The case method is one of the most highly regarded ways to teach public and private sector leaders in business, public administration, and education. The class will include seven case studies focusing on various contexts of change leadership. Cases will be presented during Zoom and in person class sessions or using tools such as Hypothesis or Flipgrid.

Synchronous Zoom Case Discussion Seminars

Students will meet during the semester to participate in synchronous case discussions using Zoom. Students are expected to attend these sessions, any student with an emergency and unable to attend a Zoom Seminar should contact the instructor. The discussion board rubric will be used to evaluate case discussions.

CAPSTONE PROJECT: Theory of Change and Improvement Project and Presentation

The course capstone project will focus on a system level theory of change and improvement strategy. This project requires teams to collaboratively develop a plan for implementing a theory of improvement based on an identified district-level problem of practice. Students will lead a team in analyzing data, diagnosing the sources of the problem, developing a plan, engaging others, implementing a strategy of interventions, monitoring the progress, and presenting results to stakeholders.

Rubric

Indicator	<i>Performance Target Met</i> "Project accepted"	<i>Improvement Needed</i> "Project accepted with changes"	<i>Incomplete</i> "Project rejected"
Problem Diagnostics	Rich in content and data. Evidence of thought, insight, and analysis. Reflects understanding of problem and ability to apply it meaningfully. Deadlines are met.	Does not reflect full understanding of problem or meaningful application. Deadlines are not met.	Information is thin or incomplete. No analysis or insight is displayed. Does not reflect understanding of content or application.
Engagement & Implementation Plan	Realistic plan for engagement and implementation. Clearly aligns with principles of adaptive change and improvement science by identifying cycles of inquiry and continuous improvement.	Some improvement needed in the approach to engagement, implementation, or cycles of inquiry and continuous improvement.	Unrealistic plan for engagement and implementation. Does not align with principles of adaptive change and improvement science by identifying cycles of inquiry and continuous improvement.
Stylistics, Grammar, Communication & Presentation	Few grammatical errors. Few stylistic errors. Communication is clear and succinct.	Grammatical or stylistic errors. Communication is unclear.	Obvious grammatical and stylistic errors. Errors interfere with content. Poorly communicated.

COURSE CALENDAR

A course calendar will be provided with an outline of assignments, instructions, course topics, due dates, and required readings during the first face-to-face class meeting and on the Blackboard Course site at the beginning of the semester. This calendar is subject to change at the discretion of the instructor.

[NOTE: All dates and assignments subject to change until the first day of term.]

WEEK 1: (June 6-12) Leading System Improvement: Understanding Improvement Science**Topics/ Learning Targets:**

- Understand the concepts and theory of improvement science

EDAD 597: PROBLEMS IN EDUCATION ADMINISTRATION

- Engage in the ongoing process of evidence-based inquiry, strategic goal setting, planning, implementation, and continuous improvement.
- Use data to monitor progress and identify opportunities for improvement.
- **Leadership Competency: Apply systems thinking to promote coherence in improvement efforts**

To Read and Watch:

- Lewis, C. (2015). What is improvement science? Do we need it in education? *Educational Researcher*, 44(1), 54-61.
- Childress, S. & Marietta, G. (2017). *A problem-solving approach to designing and implementing a strategy to improve performance*. Harvard, PELP.

What Is Due:

- Introduce Yourself Using Flipgrid
- Discussion Board
- **Zoom Discussion Seminar- June 9, 2-6 pm eastern time** (in conjunction with EDAD 794)

Zoom link: <https://wku.zoom.us/j/2707453062>

WEEK 2: (June 13-19) High Performing Organizations

Topics/ Learning Targets:

- Learn the characteristics of high performing organizations
- Apply and evaluate the how school and district practices drive high performance
- **Leadership Competency: Apply the characteristics of high performing organizations to the school system.**

To Read and Watch:

- NCEE Blueprint: <https://ncee.org/blueprint/>
- NCEE Technical Note: Characteristics of High-Performance Organizations (2017). NISL.
- Chenoweth, Ch. 1-2

What Is Due:

- Hypothesis Discussion
- **Zoom Discussion Seminar- June 16, 2-6 pm eastern time** (in conjunction with EDAD 794)

Zoom link: <https://wku.zoom.us/j/2707453062>

WEEK 3: (June 20-26) The District Role in Leading for High Performance

Topics/ Learning Targets:

- Understand the three areas of focus utilized by high performing school systems
- Apply the benchmarking culture and critical inquiry of high performing school systems to theories of improvement using improvement science.
- **Leadership Competency: Evaluate the organization of high-performing education systems and the role played by the district in supporting student outcomes with equity.**

To Read and Watch Before Class:

- PELP Coherence Framework, Harvard Graduate School of Education.
- Organizing and Supporting High-Performing Schools: The District Role (2017). NCEE, NISL.

EDAD 597: PROBLEMS IN EDUCATION ADMINISTRATION

- Montgomery Public Schools Case Study, Harvard Graduate School of Education
- Chenoweth, Ch. 3

What Is Due:

- Hypothesis Case Discussion – Montgomery Public Schools Case
 - **Zoom Case Discussion Seminar- June 23, 2-6 pm eastern time** (in conjunction with EDAD 794)
- Zoom link: <https://wku.zoom.us/j/2707453062>

WEEK 4: (June 27-July 3) Leading Change: Principles and Competencies of Adaptive Leadership

Topics/ Learning Targets:

- Understand the five principles of adaptive leadership.
- Understand why leadership is an activity and not a position.
- Evaluate the difference between leadership and authority.
- **Leadership Competency: Apply leadership by mobilizing people to make progress on complex, adaptive challenges**

To Read and Watch Before Class:

- Chenoweth, Ch. 5-6

What Is Due:

- Discussion Board- reflection
- Draft Problem of Practice & Theory of Change or Improvement
- **Zoom Case Discussion Seminar- June 30, 2-6 pm eastern time** (in conjunction with EDAD 794)

Zoom link: <https://wku.zoom.us/j/2707453062>

WEEK 5: (July 5-10) Adaptive Leadership Competencies

Topics/ Learning Targets:

- Evaluate the difference between technical problems and adaptive challenges, as well as systemic and conflictual interpretations about tough issues.
- Apply what you need to know about yourself to exercise leadership effectively, this includes knowing your strengths, weaknesses, vulnerabilities, and triggers. Learn to be reflective and take care of yourself.
- Learn to get used to uncertainty and conflict, understand your comfort zone, and the competing values that you may have to choose from as you exercise leadership.
- **Leadership Competencies:**
 - Exercising leadership means effectively **diagnosing situations**. And distinguishing between adaptive challenges and technical problems that are critical to making progress on tough issues.
 - Exercising leadership requires **knowing yourself** well enough to choose when and how to intervene.

To Read and Watch Before Class:

- O'Malley, Part 1-2

What Is Due:

- Discussion Board- reflection

WEEK 6: (July 11-17) Mobilizing People to Make Progress on Theories of Change

Topics:

- Develop a plan to work across factions and inspire a collective purpose.
- Understand how exercising leadership means giving work back and acting experimentally.
- Learn how to raise the heat, orchestrate conflict, and make conscious choices.
- Learn how to speak from the heart but hold to purpose.
- **Leadership Competencies:**
 - Exercising leadership starts with you, but you must engage others to be effective at making progress on adaptive challenges.
 - The catalyst for change are skillful interventions—large and small, by individuals or organizations into systems to attempt progress on issues or problems that matter most.

To Read and Watch Before Class:

- O'Malley, Part 3-4
- Chenoweth, Conclusion

What Is Due:

- Discussion Board- reflection
- Capstone Project DUE

Professional Standards for Educational Leaders (PSEL) Alignment

PSEL Standards	Alignment with Course Assignments, Activities, and Tasks (list assignments/activities/tasks aligned with specific standards and/or elements of standard)
Standard 1: Mission, Vision & Core Values	Course objectives 1, 2, 4, 5, 6, 7 Assigned readings and classwork Capstone *
Standard 2: Ethics & Professional Norms	Course objectives 1, 2, 3, 5, 6, 7 Assigned readings and classwork Capstone *
Standard 3: Equity & Cultural Responsiveness	Course objectives 1, 2, 3, 4, 5, 7 Assigned readings and classwork Capstone *
Standard 4: Curriculum, Instruction & Assessment	Capstone *
Standard 5: Community of Care & Support for Students	Course objectives 1, 2, 3, 4, 5, 6, 7 Assigned readings and classwork Capstone *
Standard 6: Professional Capacity of School Personnel	Course objectives 1, 2, 3, 4, 5, 6, 7 Capstone *
Standard 7: Professional Community for Teachers and Staff	Course objectives 1, 2, 3, 4, 5, 6, 7 Capstone *
Standard 8: Meaningful Engagement of Families & Community	Course objectives 1, 2, 3, 4, 5, 6, 7 Assigned readings and classwork Capstone *
Standard 9: Operations & Management	Course objectives 3 Assigned readings and classwork Capstone *
Standard 10: School Improvement	Course objectives 1, 2, 3, 4, 5, 6, 7 Assigned readings and classwork Capstone *

Capstone assignment will be driven by individual students' problem of practice

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

Assignment Format

Unless instructed otherwise, written materials should be typed or word-processed in 12-point consistent font, double-spaced, and 1.0" margins (left/right and top/bottom). All materials should be proofread for accuracy. Per the School of Leadership and Professional Studies, APA style (7th edition) will be used for all papers and written assignments unless otherwise indicated by the instructor. Assignments may be submitted as Word document or a Google Document (be sure to grant access to instructor).

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.
<https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-27th-edition.pdf>

Plagiarism Policy/Academic Dishonesty

Plagiarism is a serious offense. The academic work of a student should be their 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. Presenting a borrowed passage after changing 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.

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 the possibility for withdrawal. Acts of academic dishonesty shall be reported to the School of Leadership and Professional Studies for possible disciplinary action that may result in permanent disqualification from the program.

Attendance, Participation, and Communication

Regular attendance and participation are necessary for success in the course. Learners are expected to complete all assigned readings, attend classes face-to-face or virtually, and participate in all discussions.

A student's final grade for the course will be adversely affected by a lack of regular participation in-class activities and/or failure to complete graded/non-graded assignments.

There is an expectation that students' work will be completed in a timely manner. Excessive and/or consistent lateness in completing assignments will impact students' final grades in the course.

The instructor will utilize the WKU e-mail as the primary means to contact students outside of class. Students are expected to check their University e-mail on regular business days (Monday-Friday) to receive information or notices from the instructor.

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

Students should have access to the internet and e-mail and should check WKU e-mail and the course site daily between class sessions. Please contact the IT Helpdesk for technical problems related to Blackboard at (270) 745-7000.

Statement of Diversity

The School of Leadership and Professional Studies believe 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.

Academic Integrity

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc. <https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-25th-edition.pdf>

Tools for Online Learners

A Student Resource Portal is available at the link below with detailed information and links including academic support, financial support, library research, success strategies, and tech support. <https://www.wku.edu/online/srp/>

Students with Disabilities/ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harrassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender- based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Safety and Evacuation

At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more.

<https://www.wku.edu/emergency/>

Writing Center Assistance

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students.

Take a [video tour of the Writing Center](#) or learn about our thesis writing workshops on our [Resources for Thesis Writers](#) page!<https://www.wku.edu/writingcenter/>

COVID 19 WKU Statement

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill