NOTICE
This syllabus is tentative. The official syllabus for the class will be presented at the first class meeting.

PREREQUISITES
Successful completion of Level I coursework in Educational Administration or Instructor’s permission.

CATALOG DESCRIPTION (Graduate Catalog)
Examination of current leadership practices with emphasis on the changing role of the educational 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 students' motivation to become a leader.

COURSE OBJECTIVES – By the end of the course the student will be able to do the following:

1. Exhibit improved interpersonal communication
2. Assess and promote a positive school culture
3. Incorporate diverse views that encourage involvement of under-represented groups
4. Apply principles of group interactions and practice team-building
activities in problem-solving simulations
5. Practice concrete and specific conflict resolution and management techniques in structured simulations
6. Model processes that promote productive relationships with boards, councils, and advisory groups
7. Develop a plan for a professional career and analyze career transitions
8. Examine models of exemplary leadership in education and other fields

COURSE TOPICS
There is an expectation that students will call on experiences and previously acquired leadership skills as they participate in classroom activities and out-of-class assignments. Topics include interpersonal communication, culture, conflict resolution, collaboration, team building, reflective leadership, and an investigation of personal and professional transitions.

INSTRUCTIONAL METHODS AND ACTIVITIES
This class will rely on participation in in-class activities and outside of class assignments: writings, readings, individual presentations, small and large group discussions, and group problem solving. Assigned readings are significant in the attainment of the objectives of this course. Lecture will be held to a minimum; this is a seminar course and students will be expected to learn considerably both independently and from one another.

EVALUATION AND GRADE ASSIGNMENT
Final grade will be assigned on the basis of class participation and performance on the graded assignments.

TEXTBOOKS
(Required)

GRADING/EVALUATION
Students will be evaluated on their performance in the following areas:
1. Attendance (Please see explanation in this document);
2. Participation in class discussions (200 points);
3. Class presentations (200 points*);
4. Written field work report and journal/portfolio entries (300 points*);
5. Three quizzes on reading assignments (300 points);
6. Missing deadlines (50% reduction in points for the given assignment).
Total points = 1000. A = 901-1000; B = 801-900; C = 701-800; D = 601-700; F = 600 and below.
*See rubric for these assignments

SCHEDULE AND COURSE ASSIGNMENTS
REQUIRED ASSIGNMENT FORMAT
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-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 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 will be submitted either electronically or as hard copy as instructed by the professor. Due dates are explicit and assignments submitted late will be penalized.

CLASS POLICIES
An expectation of graduate students is that they are willing and able to share information and ideas, which contribute to the skill development and knowledge attainment of all class members. Attendance in each and every session is REQUIRED. (Please note that vacations, shopping trips, weddings - other than your own - athletic camps, etc. will NOT be accepted as excused absences and are bound to impact the student’s ability to participate in class, negatively affecting the final grade.)

ACCOMMODATIONS
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, Room 101, Garrett Conference Center. The OFSDS telephone number is 270-745-5004. (Please DO NOT request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.)

PLAGIARISM
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.

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 which may result in permanent disqualification from the program.

**PARTICIPATION**
Regular classroom and/or online participation are essential for success. Students are expected to check their WKU email daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit (or subject to other disciplinary measures).

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the Web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these 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, contact the instructor immediately after the absence. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments.

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 check their WKU email.

**STATEMENT OF DIVERSITY**
The Department of Educational Administration, Leadership, and Research 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 his or her 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 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**


