



BRANDON UNIVERSITY

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Faculty of Education Graduate Studies & Field Research

01.752 Introduction to Educational Administration Regular Session 2013/2014 Term 1

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Course Description:

This course is designed to introduce graduate students to the study of educational administration. The following principles have been utilized in the development of this course:

1. It is imperative in an introductory course to cover the broad range of topics that are considered under the umbrella of educational administration. Therefore, in many respects this is a survey course where the curriculum touches briefly on a wide variety of issues.
2. Individuals within the class will have specific interest areas within the broader context of educational administration. Therefore, the course components have been organized to honour the interests of individual participants.
3. Understanding a variety of perspectives enables learners to understand each topic more deeply. Therefore, a strong emphasis has been placed on participant interaction to enable each of us to learn from each other.

Course Objectives:

Students will:

- Develop a theoretical and practical knowledge of the role of educational administrators within the school system.
- Utilize their personal experiences to conceptualize, analyze, and connect with the theoretical perspectives expressed in the literature.
- Share their personal opinions openly within the classroom community in recognition that learning is enhanced with the consideration of many, sometimes incongruent, perspectives.
- Synthesize theory and practice in both written and oral communications.
- Build an understanding of the variety of aspects that comprise the study of educational administration.

Required Texts & References:

Heifetz, R., Grashow, A. & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston: Harvard Business School Press.

Armstrong, H. D. (Ed.). (2004). *The praxis of school administration and teacher leadership*. Calgary, AB: Detselig.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Course Assignments (APA version 6.0 required):

Assignments	
Personal Interest Topic/s:	
Research Paper	40%
Interactivity:	
Online Discussion	10%
Conversation Partners	5%
Case Study Presentation	5%
Case Study Response	10%
Other Assignments:	
Practice of Adapt. Leadership Slides	10%
Professional Learning Network	20%
Bonus Marks:	
Feedback on Partner's Paper	2 marks
Respond to 3 undergrad Ning discussions	2 marks
Total	100%

1. Research Paper (40%)

The research paper should be 10 -15 pages in length and must include more than 10 research articles in the reference list. Outlines for the papers will be due approximately 3 weeks prior to the paper due date. APA format (6th Edition) MUST be utilized. If you are collecting any primary research for this paper, you will need to submit a research ethics proposal. Please see me once you have decided on your topic and I will help you to prepare that proposal. It is really much less difficult that it appears to be and for anyone who wishes to complete a thesis it is good practice.

2. PLN – Professional Learning Network (20%)

This assignment is designed from the perspective that learning is a social activity and that the internet and specifically social media offers an incredible opportunity for professional learning and connection for school administrators. Many people indicate that they ‘just need time’ to develop their comfort with some of the online tools that are available. This assignment will help you to make time and give you a reason to tap into this huge resource of professionals.

3. Practice of Adaptive Leadership Slides (10%)

Read the book. Select five of your favorite quotations from throughout the book. Illustrate the quotations with pictures that you have taken. Use PowerPoint. Post completed slides to Moodle.

4. Online Discussion (10%)

The online discussion will be located on the Faculty of Education Ning at <http://bu-facultyofed.ning.com/> To participate in the online discussion you will need to join the Brandon University Faculty of Education community. It is a closed community. Which means that your membership needs to be approved before you can contribute. It also means that the information that you post on this site is public within the community but not public on the internet. I am one of the site administrators. So, I will approve you and then, you will be able to log on and add to the discussion boards. I have set up a “group” for the Introduction to Educational Administration course and I anticipate that most of our discussion will take place within that group.

To evaluate this section, I would like you to submit a log of your participation before the end of the course. I will use the log and your posts to evaluate your progress on this assignment.

5. Conversation Partners (5%)

This activity is designed to build connections within the class. Starting in week 2, I will assign a partner with whom you will meet. I would encourage you to try a number of different media for your meeting – Skype, Today’s Meet, telephone, etc. You should meet no less than 5 times.

6. Case Study Presentation/Discussion (5%), and Response (10%)

This assignment will be done with your conversation partner. You will select a topic from the list and a night for your presentation/discussion. I will post some suggested readings for each topic and I expect that all members of the class will read some of the readings in each area. You and your partner will design a case study and suggest a reading that everyone in the class should do to prepare for your discussion. One partner will present an overview of the literature and the other partner will present the case study. Together you will guide the class discussion. Following the discussion you will prepare a response explaining how the administrator should deal with the issue in the case study. The response can be submitted together or separately.

More information about assignments will be posted on Moodle!

Course Grade Evaluation:

Minimum grade requirement for graduate program: B

Grade Equivalencies:	A+	96-100	B-	70-74
	A	90-95	C+	65-69
	A-	85-89	C	60-64
	B+	80-84	D	50-59
	B	75-79	F	Under 50%

Academic dishonesty will cancel out all the calculations above and result in a final grade of F-AD (Fail-Academic Dishonesty)
(refer to the Graduate Calendar, section 5.3.2)

Instructor / Course Evaluation:

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the instructor through the Graduate Studies Office.

Attendance at Lectures and Practical Work:

(Please refer to the Graduate Calendar, section 5.3.1.)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend, may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons