A. DEPARTMENT & CREDITS: Educational Leadership: Three (3) Credits

Professor’s Information:
- Name:
- Email:
- Office Phone:
- Web:

B. COURSE DESCRIPTION: The major emphasis of this course will be the acquisition and application of action research and decision-making skills and techniques in school leadership and management. Students will gain skill in action research through the study of basic concepts and application of those to selected real and hypothetical situations. A proposal for action research will be prepared and completed during the course.

C. TEXT:

D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:

Course Objectives:
1. Identify and apply basic research terminology including mean, mode, median, range, frequency distribution, and standard deviation.
2. Design and conduct an action research project within a school setting.
3. Develop and implement a collaborative decision-making model within a school.
4. Utilize a variety structuring models to enhance and improve decision-making and increase the involvement and ownership of decision-making outcomes.
5. Utilize techniques to disaggregate data in order to address diversity within the school environment.
6. Communicate the importance of action research to other professionals in a school/district situation.

Required Activities/Topics: The following activities/topics are required to be addressed by all faculty teaching this course.
1. Design and conduct an action research project within a school setting. (Required ePortfolio entry)
2. Course reflection. (Required ePortfolio entry)
3. Critique a research article/report as approved by the professor. (Required ePortfolio entry)

E. PROFESSIONAL EDUCATION PROGRAM MODEL:

- EKU Professional Education Model:
  - Effective Educators as Effective People
F. COURSE REQUIREMENTS & GRADING SCALE:

➢ Requirements:

➢ Grading Scale:
  o 90% - 100% = A
  o 80% - 89.9% = B
  o 70% - 79.9% = C
  o 60% - 69.9% = D
  o < 60% = F

G. ADDITIONAL REQUIREMENTS:

H. COURSE OUTLINE:

I. EVALUATION METHOD:

J. STUDENT PROGRESS:

K. ATTENDANCE POLICY:

L. DISABILITIES STATEMENT: If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make and individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

M. LAST DAY TO DROP: See course catalogue.

N. PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

➢ Common Elements of All Professional Education Course Syllabi:
  • FIELD EXPERIENCES: When appropriate: Observation in public schools.
  • METACOGNITION SKILLS: Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
  • COMMUNICATION SKILLS: Communication skills will be displayed through
speaking, writing, and class experience.

- **RESEARCH SKILLS/ INDEPENDENT LEARNING**: Students will be required to demonstrate research and independent learning skills specified by the instructor.

- **PLANNING SKILLS**: Time management skills are needed in order to participate effectively in Educational Research.

- **TECHNOLOGY**: All products/reports must be word processed and all presentation will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.

- **PROFESSIONAL/SOCIAL SKILLS**: Students will interact with college instructors, peers, cooperating teachers, and schools.

- **TEAMING/COLLABORATION**: Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.

- **CONTINUOUS AUTHENTIC ASSESSMENT**: Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.

- **DIVERSITY**: Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.

- **INCLUSION/EXCEPTIONALITIES**: Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course.