Welcome to EDAD 885: Dissertation Seminar!

I. Course Description

EDAD 701– Introduction to Educational Administration: An introduction to (1) the organization, administration, and control of public education; and (2) the profession of educational administration, including task, process, and activity analysis.

II. Rationale

*Inspiring and Leading through Excellence in Education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that candidates are prepared (a) to realize their professional potentials through visioning and innovation while being committed to inclusiveness and social justice; (b) to obtain the knowledge, skills and professional dispositions to advocate for learners, align support systems, and facilitate the work of others to foster success; and (c) to improve lives through evidence-based best practice, exemplifying the highest ethical and professional standards.

To achieve this purpose, the course will provide opportunities for students to: (a) draw upon all previous graduate coursework; (b) conduct independent research that aligns with standard scholarly writing; (c) collaborate with colleagues through extensive dialogue; and (d) engage in theoretical application to educational experiences as a scholar practitioner.
III. Textbook and Resources

Textbooks:
The textbooks adopted for this course, which you can purchase through Barnes and Noble at USD (http://usd.bkstore.com/bkstore/content) or Barnes and Noble Online, are:

Required:

Resources:

Purdue University “OWL” Online Writing Center APA Format Guide
https://owl.english.purdue.edu/owl/ *Do not mistake this for the APA manual

USD Writing Center On-Campus and Online. In the Writing Center, you can get help on all aspects of your writing, from developing ideas to revising and polishing your pieces. They provide assistance with essays; reports; homework that involves writing; the writing skills parts of the Proficiency Exam; M.A. theses and dissertations; and other kinds of writing, such as short stories, poems, résumés, business letters, grants, and proposals. http://www.usd.edu/Academics/Writing-Center

Grammarly- Grammarly is a writing-enhancement platform developed by Grammarly, Inc., and launched in 2009. Grammarly's proofreading and plagiarism-detection resources check for a writer's adherence to more than 250 grammar rules. www.grammarly.com. Please note this is a software program. I suggest using this program before turning in any written assignment! Grammarly also has a MS Word add-on.

Paper Check. Papercheck provides grammar editing, which includes the correction of punctuation, verb tense, spelling, and sentence structure. Editors offer suggestions in terms of style, flow, certifying a well-written document. It is expensive, but worth it for final drafts. It is a 72-hour turn around and costs $6.95 per page. http://www.papercheck.com/aboutus.html
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<th>Standards/Codes</th>
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<td>2. Develop knowledge of self as a leader while identifying a framework for leadership based on contemporary and classic theories of leadership</td>
<td>NELP 2.1 enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others. NELP 2.3 model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.</td>
<td>SLIDE Posts and Discussions Leadership Identity Project</td>
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<td>3. Describe factors critical to leadership including effective communications, process for decision making, recruitment, hiring and management of conflict and change.</td>
<td>NELP 6.3 develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement. NELP 7.1 develop and</td>
<td>SLIDE Posts and Discussions Fireside Chats</td>
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implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

NELP 7.3 develop workplace conditions that promote employee leadership, well-being, and professional growth.

<p>| 4. Identify cultural, political, and economic forces and trends which affect organizational and curriculum development, (academic, vocational/technical), and the administration of schools | NELP 1.2 articulate, advocate, model, and cultivate a set of core values that define the school’s culture. NELP 6.1 develop, monitor, and evaluate school management and operation systems to address and support each student’s learning needs. NELP 7.2 develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child. | SLIDE Posts and Discussions Fireside Chats |
| 5. Describe culturally responsive leadership and its relevance to your role as a school principal. | NELP 3.4 build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, | SLIDE Posts and Discussions Leadership Identity Project-Critical Topics |</p>
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<td>6. Identify research-based strategies for providing instructional feedback to improve instruction.</td>
<td>NELP 7.4 implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.</td>
<td>Article Analysis</td>
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<td>Research Brief</td>
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<td>7. Develop a working knowledge of APA Format and research databases while addressing current issues in the profession</td>
<td>SoE Advanced 5: Professional Practice</td>
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**Overview of Assignments**

**Situational Leadership in Decision Exploration** - Discussion Forum Posts (4)

**Research Briefs** - 2-3 page papers (2)

**Article Analysis** - Written Analysis of a journal article (4)

**Leadership Identity Project** - Written Template (1)

**Fireside Chats** - Video Address (2)

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### VIII. Academic Misconduct

All submitted work runs through *Turnitin*. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

A. Given a zero for that assignment.
B. Allowed to rewrite and resubmit the assignment for credit.
C. Assigned a reduced grade for the course.
D. Dropped from the course.
E. Failed in the course

As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism, is defined as, but not limited to, the following: the use of paraphrasing or direct quotation of published or unpublished work of another person without full and clear acknowledgement and the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A student found to have engaged in an act of academic dishonesty is subject to the processes detailed on the portal. Refer to the Student Handbook for
IX. Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the School of Education at (605) 677-5437 to initiate a review of the evaluation.

X. Diversity
USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity at http://www.usd.edu/diversity-and-inclusiveness.

XI. Disability Services
Any student who feels he or she may need academic accommodations or access accommodations based on the impact of a documented disability should contact and registrar with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
For information contact:

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
www.usd.edu/ds; dservices@usd.edu