



**Virtual Campus
School of Education**

UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

COURSE NUMBER & NAME:

EDUC 5388 Administrators Solving the Problems of Practice

TERM:

Summer 2020

INSTRUCTOR:

Dr. Nancy Wagner

CONTACT INFORMATION:

Office phone: 907-687-3944

WBU Email: Nancy.wagner@wayland.wbu.edu

Cell phone: 907-687-3944

OFFICE HOURS, BUILDING & LOCATION:

M/T/W/TH/Fr: 10 am – 8pm EST

COURSE MEETING TIME & LOCATION:

Meeting day & time: Virtual Class Meetings May 25-August 8, 2020

CATALOG DESCRIPTION:

This course relates theory of eight decision models to practice through a series of case studies designed to link current decision theory with solutions to contemporary problems

PREREQUISITE: none

REQUIRED TEXTBOOK AND RESOURCE MATERIAL: The textbook listed below will be available in ebook format for the 2020 Summer Term.

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN	REVIEW
Administrators Solving the Problems of Practice: Decision-Making Concepts, Cases and Consequences	Hoy, Wayne and Tarter, John C	3rd	2008	Pearson	9780205508013	Fall 2013

OPTIONAL MATERIALS

BOOK	Author	YEAR	ISBN
Decision Making in Educational Leadership: Principles, Policies, and Practices	Edited by: Stephanie Chitpin and Colin W. Evers	2014	978-0-415-84311-9
Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry	Wellman, Burce and Tipton, Laura	2004	0-9665022-3-x

COURSE OUTCOMES AND COMPETENCIES:

At the end of the course, each student should

- 1) have a solid understanding of the main concepts and development in the field of organizational decision making;
- 2) be able to form integrated and creative lines of thinking in discussing relevant topics;
- 3) be able to apply decision making theories and concepts to some important organizational issues; and
- 4) be able to develop a well-designed, well-argued, and potentially publishable term paper.

ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus

executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy. To meet attendance requirements for the University, Virtual Class students must login to Blackboard on a weekly basis. Checking and submitting assignments as well as involvement in Discussion Board topics are all required to earn points for attendance and participation.

STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

COURSE REQUIREMENTS and GRADING CRITERIA:

A student's final grade will be based on a total of 1200 points from the following three components:

- weekly participation -- discussion board and weekly reaction journal (300 points),
- case study reports (400 points)
- term paper (400) points, and
- presentation of term paper (100 points).

1. Weekly Participation (300 points)

Students are expected to be prepared for and actively involved in discussing the assigned readings, in the textbook and other resources. For each of the weekly assigned article, one student will be responsible for leading class discussions on **discussion board**. Each discussion leader, should also submit to the instructor and post on the discussion board a two to three page (double spaced) critical review containing his/her findings, critiques, extensions, and applications of the ideas and methods from the article. The quality of each student's discussion will be evaluated in terms of the following questions:

- Does the student demonstrate a basic understanding of the assigned reading materials?
- Can the student identify the common themes in the readings and use these themes to integrate and compare the articles?
- Does the student use the readings as a base to develop new ideas or insights for potential new projects with a logical flow?

- Can the student formulate appropriate critiques of the readings and defend his/her position in discussion with other class members?

Each student will serve as a discussion leader two times during the term. Students who are not discussion leaders are expected to read the papers presented by the leaders and to respond by posting comments on discussion board. Each non-leader should make at least one post to each paper presented.

2. Case Study Reports (400 points)

A variety of case studies are presented in our textbook. Each week, a case study report will be assigned. A total of 10 case study reports, worth 40 points each, will be required.

3. Term Paper (400 points)

Each student is required to submit a written term paper to address an important organizational issue through a decision making angle. This paper can be either theoretical, empirical, or something in between, but must have the strong potential of becoming a full publishable paper with future additions. The term paper should be 8-10 pages in length (not including the title and reference pages). A minimum of 6 references must be used

A theoretical paper should follow the style of American Psychological Association standards. The grading of the paper will be based on the following criteria, with more weight on the significance and coherence of the theoretical framework:

- Importance of the topic to the education leadership field
- Relevance and thoroughness of the literature review
- Innovativeness and significance of the theoretical framework
- Logical development of the hypotheses
- Implications of the paper
- Consistency and clarity of the writing
- Professionalism of manuscript preparations

An empirical paper should follow the APA style. The grading of the paper will be based on the following criteria, with more weight on the coherence between the theoretical framework and the research method.

- Importance of the topic to the management field
- Relevance and thoroughness of the literature review
- Development of the conceptual framework (including hypotheses)
- Soundness and feasibility in research design (including data sources, measures, and analytical techniques)
- Thoughtfulness in results interpretations (for generated or expected results)
- Insights in discussions (unexpected findings, boundary conditions, future directions, etc.)
- Consistency and clarity of the writing

4. Presentation of Term Paper (100 points)

Using Blackboard Collaborate Ultra, each student will also present his or her paper to the whole class by creating an online presentation (using powerpoint, prezi, and/or video, podcast, etc.). The quality of the presentation will be based on the following criteria:

- Clarity of the topic,

- Importance for educational leadership
- Key “take-aways” for the audience.
- Attractiveness and preparedness of the presentation
- Clarity of the content

UNIVERSITY GRADING SYSTEM:

SYMBOL	PERCENTAGE	SYMBOL	PERCENTAGE
A	90-100	D	60-69
B	80-89	F	Below 60
C	10-79		

Grade Appeal Statement: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

TENTATIVE SCHEDULE: (calendar, topics, assignments)

Class Schedules and Reading Assignments

Learning Module	Topic-Reference	Activities
Learning Module I	<i>Introductions, Course Description and Expectations (A Blackboard Collaborate Session will be held for introductions and an overview of the course ...on June 4th at 7 pm CDT).</i>	Journal Article Discussion Leaders schedule Assignment: Read Chapters 1 and 2 (Hoy) Case Study 2.1 and 2.2 discussions

Learning Module II	<i>Introduction- Rational and Mindful Decision Making</i>	Case Study Discussion Continued Read Chapter 3 (Hoy) Case Study 3.1 and 3.2 Discussions Term Paper Topic Assigned reading for discussion leaders
Learning Module III	<i>Approaches to Decision Making</i>	Case Study Discussion Continued Read Chapter 4 (Hoy) Case Studies 4.1, 4.2, 4.3 Discussions Term Paper Thesis Statement
Learning Module IV	<i>Using the Best Model: Practice Cases</i>	Read Chapter 5 (Hoy) Applying the Appropriate Model
Learning Module V	<i>Using the Best Model: Practices Cases Evidence-Based Decision Making</i>	Applying the Appropriate Model Read Chapter 6 (Hoy) Read Chapter 4 (Chitpin)
Learning Module VI	<i>Shared Decision Making: A Comprehensive Model</i>	Case Studies 6.1, 6.2, and 6.3 Discussions Read Chapter 7
Learning Module VII	<i>Shared Decision Making: A Simplified Model</i>	Case Studies 7.1, 7.2, 7.3, and 7.4 Read Chapter 8 (Hoy)
Learning Module VIII	<i>Complexity and Decision Making Identifying the Best Model and Ethical and Legal Issues</i>	Case Studies 8.1-8.12 Discussions Read Chapter 9 (Hoy) Read Chapters 6 and 10 (Chitpin)
Learning Module IX	<i>Putting it All together</i>	Case Study 9.1

		(Use Data-Driven Dialogue as a resource) Term Papers Due in Learning Module XI
Learning Module X	<i>Putting it All Together</i>	Case Study 9.1 continued (Use Data-Driven Dialogue as a resource)
Learning Module XI	<i>Term Paper Presentations</i>	Watch/View and discuss term paper presentations