Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035)

Future Effective Date: 05/15/2013  ☑ New course  ☐ Temporary course  ☐ Drop service course
(effective date cannot be retroactive)
☐ Variable credit  ☐ Repeat credit (cumulative maximum 6 hours)
☐ Increase credit (former credit ______)  ☐ Lecture-lab ratio (former ratio ______)
☐ Number (former number ______)  ☐ Prefix (former prefix ______)
☐ Crosslisting (between WSU departments)
(Must have both departmental signatures)  ☐ Cooperative listing (UI prefix and number ______) taught by: WSU ☐ UI ☐ jointly taught ☐
☐ Conjoint listing (400/500)  ☐ S, F grading
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in ______ (Must have GenEd Committee Approval)  ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only)  ☐ Graduate credit (professional programs only)
☐ Other (please list request) ___

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<thead>
<tr>
<th>EdAd</th>
<th>539</th>
<th>Applied Research for Educational Leaders</th>
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<tbody>
<tr>
<td>course prefix</td>
<td>course no.</td>
<td>title</td>
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<td>EdRes 571 - Doctoral-Dissertation Preparation</td>
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<td>credit</td>
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Description (20 words or less) Integrates and grounds the principles, skills, and tools of research into the leadership and managerial practices of educational leaders.

Instructor: Gordon Gates  Phone number: (509) 358-7749  Email: gates@wsu.edu
Contact: Phyllis Erdman  L. Buckley  Phone number: (509) 335-9117  Email: perelman@wsu.edu
Campus Zip Code: 99221

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Kelly Ward  Chair/date  9.20.12
Parker 22-013  Dean/date

General Education Com/date

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary)*  Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
EDAD 539 Applied Research For Educational Leaders
Washington State University
Semester, Campus

Instructor: 
Phones: 
Webpage: 
Office: 
Office Hours: 
E-Mail: 

Course Description

Applied Research for Educational Leaders integrates and grounds the principles, skills, and tools of research into the leadership and managerial practices of building and district level administrators. Using real-work contexts, the course is designed for students who have entered doctoral candidacy to guide and facilitate development of their knowledge and enhancement of their technique necessary for achieving organizational learning and school improvement. Students examine and assess problems of quality and productivity in schools, formulate and/or refine action plans, coordinate and implement collaborative learning and improvement oriented procedures, and reflect on their experiences. Students receive individual mentoring and coaching for embedding quantitative and qualitative strategies of inquiry from data collection to analysis and reporting into the routine practices and normal operations of educational organizations. While the majority of student and instructor time will be spent in the field, students will gather periodically to share and discuss their work, encourage and support each other, and strategize better ways of turning theory into action.

Required Texts

(or appropriate alternative)

Course Objectives

Educational leaders in this state need to understand, respond, and incorporate knowledge and skills of research and evaluation into their professional practice for organizational learning and school improvement. It is expected that students will be able to:

1. Describe the linkage of professional knowledge (expert and disciplinary) and research knowledge required for school improvement.
2. Demonstrate and develop professional skills related to problem solving, team building, decision making and communication as grounded in research activities designed to assist educators in achieving school goals.
3. Gather, manage, manipulate, and analyze data and report research findings.
WSU College of Education (COE) Conceptual Framework

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The connections to the conceptual framework in this course include contributing to the theory and practice of education by training educator-practitioners in research methods that can be used to generate new knowledge for the field and address problems of educational practice.

Learning Outcomes

Educational Leadership Program: For students in the Educational Leadership Program two learning outcomes are addressed by the course:

Learning outcome #2. Prepare, write, and present clear and coherent critical book reviews and reviews of the literature in educational leadership.

Learning outcome #4. Students will design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving problems of practice in educational leadership.

Course Requirements and Evaluations

Collaborative school improvement project. Students will conduct a study that examines and assesses a problem of quality and productivity in schools. After selecting a school setting and defining the problem needing attention, students will formulate and/or refine action plans, coordinate and implement collaborative learning and improvement oriented procedures. The project provides students with an experience: identifying problems and purposes; working with other educators to gather, analyze, and develop solutions to problems using data and theory; and integrating and strengthening their leadership and managerial skills with those of research. Each phase of the collaborative project will be submitted, reviewed, and assessed by the instructor. This will be worth 30 points toward the final grade. The rubric for assessing student performance on each phase of the project is posted on Angel.

Collaborative school improvement report. The problem, procedures, and data used for analysis are to be discussed with the instructor for approval. The standard components of research are to be addressed (a) problem and purpose, (b) a brief literature review, (c) methods (i.e., variables, sampling, design, instruments, analysis procedures, ethics, and positionality), (d) findings, and (e) conclusion and significance. This will be worth 30 points toward the final grade. The rubric for assessing student performance is posted on Angel.

Self-analysis. Reflection is a critical skill for leadership. During the course, students are to engage in reflection given their readings and the activities used in conducting the collaborative school improvement project. Students are to examine their growing understanding of concepts,
strengths and weaknesses in application of concepts (both research and leadership) in their professional practice, and delineate personal goals and steps to professional development in these areas. Student reflection will be assessed both as part of on-going conversation between students and the instructor as well as in writing. Student journals will be collected at two points as outlined in the tentative syllabus. This will be worth 30 points toward the final grade. The rubric for assessing student performance on this component of the course is posted on Angel.

**Attendance, preparation, and participation.** Students will be required to attend all scheduled class sessions. Students are expected to be prepared to discuss readings assigned for each class period and actively contribute to the class discussion, including providing feedback to other students’ work. Class participation will count 10 points on of your final grade. The rubric for assessing student performance on this requirement is posted on Angel.

**Final grade.** The cumulative points made up of each course assignment will be granted the following grade: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F.

**Academic Policies and Other Information**

**Inclusion statement.** As your instructor, I am committed to teaching equitably and inclusively, addressing the academic needs, concerns, and interests of every student, regardless of age, gender, race/ethnicity, religion, social class, sexual orientation, English language proficiency, or disability.

**Academic integrity.** Students should consult pertinent sections of the student handbook if questions arise about what constitutes academic dishonesty. In short, all work you hand in must be your own and the work and thoughts of others that you incorporate into your work must be properly cited and the authors given credit. Acts of plagiarism or cheating will result in a grade of zero for the first incident and will be referred to the Office of Student Conduct – any further incidents will result in a failing grade. Should you have questions about academic misconduct, here are a couple resources: *WSU Standards of Conduct for Students handbook* (http://www.studentaffairs.wsu.edu/) and *WSU Plagiarism Information Site* (http://www.wsulibs.wsu/plagiarism/main.html).

**Emergency notification system.** WSU has made an emergency notification system available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a Building Evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website - http://safetyplan.vancouver.wsu.edu/

**Students with disabilities.** Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in
this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

**Incomplete.** Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an Incomplete Grade (I). To obtain an “I” grade, students must make a formal request in writing to the instructor outlining the reason for the request and when they plan to complete the course. The completion date is usually prior to the end of the next term, but, in unusual circumstances, can be extended as much as one year.

**Important dates and deadlines.** Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at [www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX](http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX). Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSSC 100 or call 360-546-9559.

**Tentative Schedule**

There are six formal class meetings to be held throughout the semester will be held. These meetings are noted as the italicized lesson title/description under topic.

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<th>Date</th>
<th>Topic</th>
<th>Preparation</th>
<th>Assignment</th>
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<tr>
<td>01</td>
<td>Introduction</td>
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<td>02</td>
<td>Organizational learning</td>
<td>Collinson Part I</td>
<td>Proposal</td>
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<td>03</td>
<td>Organizing the team</td>
<td>Emerson Chpts 1-3</td>
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<td>McNamara Chpt 5</td>
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<td>Gathering data</td>
<td>Emerson Chpts 4-5</td>
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<td>McNamara Chpt 1</td>
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<td>05</td>
<td>Schools as systems</td>
<td>Collinson Part II</td>
<td>First Reflections</td>
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<td>06</td>
<td>Analyzing data</td>
<td>Emerson Chpt 6</td>
<td>Project Phase I</td>
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<td>McNamara Chpt 2</td>
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<td>08</td>
<td>Clarifying challenges</td>
<td>McNamara Chpts 3-4</td>
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<td>Leadership for learning</td>
<td>Collinson Part III</td>
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<td>10</td>
<td>Gathering data II</td>
<td>McNamara Chpts 6-7</td>
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<td>11</td>
<td>Analyzing data II</td>
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<td>Project Phase II</td>
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<td>12</td>
<td>Building capacity</td>
<td>Collinson Part IV</td>
<td>Second Reflections</td>
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<td>13</td>
<td>Thanksgiving break</td>
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<td>14</td>
<td>Strengthening leadership</td>
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<td>15</td>
<td>Next steps</td>
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<td>16</td>
<td>Report due</td>
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<td>Project Final Report</td>
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Bibliography

Research


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