

Syllabus – Fall 2009

UW Madison Room 218 Educational Sciences and Audio Conferencing Statewide

Tuesdays 5:00-7:00 PM

ELPA 811: Leadership and Coordination of Continuing and Technical Education
(Call No. 92818)

Department of Educational Leadership and Policy Analysis
School of Education
University of Wisconsin-Madison

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Learn@UW –ELPA 811

I welcome you to this graduate course on leadership and coordination. This introduction provides highlights to indicate ways that participants can help make their experience accessible, active and relevant.

The current version of this syllabus is available on the ELPA departmental website <http://www.education.wisc.edu/elpa/academics/syllabi.html> and is provided in the content section of Learn@UW for ELPA 811 <https://learnuw.wisc.edu/>

2.1. Course Clientele

This course is for graduate students who are current or aspirant program administrators or supervisors in any aspect of adult and continuing education, education for work, training, and extension. Such program coordinators typically work with people who teach adults or youth on a part-time or short-term basis, on behalf of various provider agencies. For example, continuing and technical education agencies may be parts of schools, community colleges, universities, enterprises, labor unions, religious institutions, libraries, hospitals, professional associations, community agencies, voluntary associations, or other types of organizations. This includes student services staff in higher education.

2.1. Location

Room 218 Educational Sciences (1025 W. Johnson Street) and audio conferencing statewide. Tuesdays 5:00-7:00 PM.

There are three options for participation in the Tuesday evening session. Any participants can meet in Room 218 Educational Sciences, UW, 1025 W. Johnson Street (between Mills and Brooks), Madison. Participants who do not attend the Tuesday session in Room 212 Educational Sciences can take part through audio conferencing (phone) from anywhere in Wisconsin without charge to you.

Instructor information is available from the ELPA webpage:
www.education.wisc.edu/elpa/people/faculty/knox.html

Overview: This advanced graduate course provides detailed attention to leadership and coordination of continuing and technical education. Organization of the Units encourages each student to individualize by focusing and adapting to fit their own background and career directions. Basic unit questions and readings emphasize widespread principles and shared values, which discussion of diverse viewpoints can help clarify. In addition, each student is encouraged to apply concepts to the types of uncertain and ill-defined issues that educational leaders confront in actual practice settings.

Perspectives on Educational Leadership

Our readings and discussion of leadership and coordination of continuing and technical education are designed to deepen our understanding and enhance our effectiveness regarding educational leadership. Pertinent readings span more than half a century, from Sheats, Jayne and Spence (1952) to Cervero and Wilson (2006), with many from the past 25 years. (Consider especially main required readings.)

While reflecting on the main themes regarding descriptions, dynamics, assumptions, and implications, consider the following distinctions.

1. READERSHIP – What backgrounds and experience do people who read such books and articles (graduate students and other practitioners in the field) have regarding adult and continuing education teaching, providers, administration, interpersonal relations, policy, negotiation, and power differentials?
2. CONTEXT – How important and well understood are distinctive features of various types of provider agendas and goals, and what concepts apply to the entire field?
3. COORDINATION – What are the main relations between program development and administration regarding innovations, leadership, resources, policy, leadership, and proficiency?
4. STAKEHOLDERS – In what ways can practitioners work effectively with multiple stakeholders in the interests of cooperation and desirable results?
5. PRAXIS – How can multidisciplinary theory (applicable concepts) and effective practice (actual or simulated examples) interact to increase relevance of each and enhanced proficiencies/performance (application) by practitioners and participants in their programs?
6. COMPONENTS – What contributes to an appreciation of program development and coordination components, thus avoiding the artificiality of planning and implementation steps?
7. POWER – What are major distinctions between education and politics that enable practitioners to gain cooperation and negotiate differences to achieve desirable results and avoid overreaching?

2. ii. Course objectives: As a result of this course on leadership, students should be better able to:

1. Review basic concepts regarding educational leadership and decision making.
2. Focus on major decisional areas for effective educational leadership.
3. Consider ways to include stakeholders in educational leadership.
4. Reflect on ethical and other issues related to educational leadership.
5. Examine connections between theory, practice and scholarship.

The dozen or so seminar sessions outlined in the syllabus will be mostly composed of two parts. One part will be discussion of concepts from the readings for that unit, as indicated by the study/discussion questions. Participants are encouraged to provide in weekly progress reports through threaded discussion additional discussion questions, based on readings and experience. The other part will be case analysis, based on case situations provided by the instructor, participants, and living case examples provided by prominent continuing and technical education administrators invited to participate in a session.

2. iii. Individualization

This is a rationale for several ways in which students can individualize the course and adapt it to fit their backgrounds and career directions. The resultant individual plans, activities, and assessments are similar to a learning agreement or portfolio. The overall course plan encourages student interaction with the content, instructor, resource persons, and other students. A student and the instructor contribute to preparation and revision of the plan, and assessment of progress. The intent of the following aspects is to deepen new insights and encourage application and implementation.

A. Information - The course syllabus and webpage contain information to enable each student to select relevant materials and people.

B. Form – Each student should complete and email, using the threaded discussion section of Learn@UW for this course, around the first course session, pertinent background information along with learning goals and expectations for the course experience. This brief (250 words or less) introduction should include name and an indication of pertinent background experience and current roles, along with expectations for what you would like to gain from the course information. Instructor information is on the ELPA website.

C. Resource Persons – This ELPA 811 course encourages contributions by resource persons. Students should begin with resource persons they know about in faculty or practitioner roles (including other course participants). Resource persons can help individualize and enrich a student’s course experience in several ways including: suggestions about course related topics, people, and materials; serving as an interviewee for report 2; and comments on course reports. Each student should send names of proposed resource persons to the instructor to help assure a satisfactory match. The instructor can provide contact information for potential resource persons who have agreed to help in this way.

2.iv. Special Accommodation

I want to include persons with special challenges in this course. I will treat confidentially the information that you share with me related to disabilities, language, or cultural background and will provide you with information about special accommodations and assistance regarding curriculum, instruction, or assessments to enable you to fully participate.

2.v. Unit Readings

All required readings are provided by eReserves through Learn@UW, so there are no textbooks to purchase.

Suggested readings for each unit are designated by the author’s last name and date of publication, which refers to the full bibliographic citation on the course bibliography. The Basic Readings are in eReserves, which everyone is expected to read. The Supplementary Readings are optional advanced readings to be selected on the basis of special interest and as a starting point for course papers on that topic.

Supplementary readings may be located anywhere in the UW library system or through Interlibrary Loan. The study/discussion questions can be used to guide reading and class discussion.

To access eReserves through the Learn@UW portal, begin with the Library/Reserves navigation bar on the left, just under the course title. This will take you immediately to the required readings for each unit. When you click on the author's name, that reading will automatically appear. You may download it or read it onscreen. For the supplementary readings, click on the [UW Libraries](#) on the top right of the readings page. This will take you to a search page. Click on the category of reading, then type in your search item. The easiest way is to type in the title of the book or article. To do this, you will have to use the course bibliography. You may also type in the title of the author, but that gives you more returns on the search.

2.vi. Progress Reports

Submit by Monday noon just before discussion for each unit and class session, a progress report of up to 250 words which indicates readings completed, main benefits, reflections on career related implications, and especially questions for Tuesday evening class discussion. All of the reports together, constitute ten percent of course grade. These progress reports can contribute to the three course reports, the summaries of which can contribute to a total course portfolio.

3. Course Units

Session Date, Unit Topic, Study/Discussion Questions, Readings (Basic for all; select advanced, technical)

09/08/2009 INTRODUCTORY SESSION

The first session together will be devoted to: introductions; clarification of course purposes; procedures; materials, and overview of main course topics and relations among units.

09/15/09 A. PLANNING

1. What are the important distinctions among agency coordination, planning, and leadership?
2. What are basic concepts regarding stakeholder participation in strategic planning?
3. What are essential features of the process of agency decision making?
4. What are major influences on planning technical education programs?

Basic Readings: Knox (1982a) p. 3-9; Peters, Jarvis (1991) p. 217-258; Edelson (1992) p. 7-15; Duning, Van Kekerix, Zaborowski (1993) p. 28-53; Cervero, Wilson (2006) p. 243-247; Knox (1993) p. 470-498; Sheats, Jayne, Spence (1953) p. 15-23, 27, 35, 47-51, 294-298, 303, 304, 307, 308, 317-320, 480-484, 496-505.

Supplementary Readings: Kowalski (1988).

09/22/09 B. ROLES

1. How do stability and change constitute the organizational context of the continuing or technical education agency?
2. How can the basic marketing concept of mutually beneficial exchange contribute to winning and maintaining cooperation among stakeholders (other than participants)?
3. How can continuing or technical education staff members increase support from the parent organization?
4. How does the administrative organization influence role performance?

Basic Readings: Votruba (1981) p. 1-28; Simerly (1987) p. 51-70; Schein (1983) p. 1-9; Cervero, Wilson (2006) p. 187-212.

Supplementary Readings: Schein (1985); Mintzberg (1973); Senge (1990); Schein (1978).

09/29/09 C. PRIORITIES

1. How can reflective practitioners consider assumptions, beliefs, and expectations when gaining consensus on agency vision, mission, goals, and priorities?
2. What is agency policy and how can it be formulated and implemented?

3. How can the concept of double loop learning be used to gain agreement on agency goals?
4. What are major influences on policy formation?

Basic Readings: Knox (1982a) p. 11-18; Votruba (1981) p. 29-35; Houle (1989) p. 89-94, 203-206; Knox (2002) p. 3-39, 297-309; Cervero, Wilson (2006) p. 102-106, 240.

Supplementary Readings: Queeney (1995); English, Fenwick, Parsons (2003); English, Gillen (2000); Tisdell (2003); Gardner (1997); Stein, Imel (2002); Goleman (1995); Davis, Barnes, Fox (2003); Vella Bernadelli, Burrow (1998).

Comments: Paper 1 due about session E

10/06/09 D. PARTICIPATION

1. How can concepts and procedures such as market research, niche, mix, and segmentation be used to provide responsive programs and encourage participation?
2. What are the distinctive features of major methods to encourage initial and ongoing participation in continuing and technical education?
3. How can the mutually beneficial exchange concept help strengthen agency strategies to encourage participation?
4. What student personnel services and rationale are especially important for diverse participants?

Basic Readings: Knox (1982a) p. 37-52; Simerly (1987) p. 149-167; Wlodkowski (1999) p. 254-257; Guskey (1995) p. 114-131; Stein, Imel (2002) p. 93-97; Cervero, Wilson (2006) p. 135.

Supplementary Readings: Simerly and Associates (1989); Beder (1986); Darkenwald and Larson (1980); Kasworm (1983); Heffernan (1981); DiSilvestro (1981); Cookson (1989); Schlossberg, Lynch, and Chickering (1989); Merriam, Cafferella (1999); Merriam (2001); Dominice (2000); Taylor, Marienau, Fiddler (2000).

10/13/09 E. STAFFING

1. What are major ways in which continuing and technical education agency staff are organized (content, clients, formats)?
2. How can agency leaders provide incentives, rewards, and sanctions to recruit, select, retain, and terminate staff members?
3. How can agency supervisors encourage the people who help participants learn to individualize responsive programs?
4. What staffing issues are related to gender?

Basic Readings: Knox (1982a) p. 67-83; Votruba (1981) p. 43-50; Mott, Daley (2000) p. 3-12; Cervero, Wilson (2006) p. 186; Knox (1993) p. 1-30.

Supplementary Readings: Cervero (1988, 2006); Brown and Copeland (1979).

10/20/09 F. RESOURCES

1. What is the financial transformation cycle, and how can this concept be used for agency planning, budgeting, and coordination?
2. How can proposals and other means be used to acquire agency funding and other resources?

3. How can accounting concepts and procedures be used to guide agency coordination?
4. What are useful guidelines for resource allocation and fiscal management?

Basic Readings: Knox (1982a) p. 19-35; Buskey (1981) p. 5-17; Matkin (1985) p. 1-26; Shipp (1982) p. 41-58.

Supplementary Readings: Simerly (1993); Beder (1984); Gessner (1987) ch. 6; Holt and Lopos (1991) ch. 4.

Comments: Paper 2 due about session I.

10/27/09 G. COORDINATION

1. How can educational supervision and leadership be enhanced by concepts and procedures related to program origins, distinctive contingencies, and negotiation?
2. What accounts for recent trends regarding the marginality or centrality of continuing and technical education agencies?
3. How can program supervisors work effectively with planning and advisory committees?
4. What are guidelines for program standards and procedures?

Basic Readings: Knox (1982a) p. 53-66; Edelson (1992) p. 42-49; Boud, Garrick (1999) p. 1-11; Wise, Glowacki-Dudka (2004) p. 17-28, 87-90; Cervero, Wilson (2006) p. 160; Simerly (1987) p. 85-201.

Supplementary Readings: Votruba (1981); Cafferella (2002); Bates, Pool (2003); Silberman (1998); Moore, Pittman, Anderson, Kramarae (2003);

11/03/09 H. DEVELOPMENT

1. How can agency leaders use concepts and procedures such as mentoring, quality improvement, and organization development to enhance agency staff performance?
2. What are desirable features of agency program evaluation, and how can it contribute to staff development and program quality?
3. How can discrepancy analysis assist leaders to strengthen agency functioning?
4. What are specific issues regarding development of staff members who provide occupational education?

Basic Readings: Knox (1982a) p. 103-109; Pratt (1998) p. 33-53; Simerly (1987) p. 168-184; Galbraith (2004) p. 451-471; Edelson (1992) p. 17-28; Havelock (1969) p. 11/15 – 11/30; Cranton (1997) p. 5-12.

Supplementary Readings: Deshler (1984); Knox (1979b); Lindquist (1978); Brockett (1991); Houle (1992); Watkins and Marsick (1993); Curry, Wergin and Associates (1993); Brown and Copeland (1979); Cervero and Scanlan (1985); Heimstra and Sisco (1990); Havelock and Havelock (1972); Heimlich, Norland (1994); Merriam, Brockett (1997); King, Lawler (2003); Cranton (1996); Mott, Daley (2000).

11/10/09 I. EXTERNAL

1. What contributes to agency image and how can it be enhanced?
2. How can major societal influences on agency stability and change be recognized and resulting insights be used for planning?
3. How can agency leaders benefit from an understanding of competitive and collaborative relations with other continuing and technical education providers?
4. How do such programs relate to community and economic development?

Basic Readings: Knox (1982a) p. 85-102; Stubblefield, Keane (1994) p. 291-308; Edelson (1992) p. 95-105; Boyte (2004) p. 77-112; Cervero, Wilson (2006) p. 5-26.

Supplementary Readings: Knox (1993) ch. 12, 13; Millard (1991); Galbraith (1990); Baden (1987); Boyle (1981); Peters and Jarvis (1991) ch. 2; Wenger (1998); Alfred (2002).

11/17/09 J. LEADERSHIP

1. What are essential features of educational leadership?
2. How can evaluation, forecasting and consideration of alternative futures contribute to agency leadership?
3. How can concepts such as transformational leadership, change orientation, perspective transformation, and symbolic leadership enhance agencies?
4. What can encourage new leadership and sound decision-making?

Basic Readings: Votruba, 1981, p. 105-107; Edelson (1992) p. 95-105; Bredeson (2003) p. 153-162; Musselwhite (2003) p. 55-74.

Supplementary Readings: Brockett (1987); Mezirow and Associates (1990); Naisbitt and Aburdene (1990); Bass (1990); Peters and Jarvis (1991) ch. 12; Birnbaum (1988); Lynton and Elman (1987); Gilley, Fulmer, Reithlingshoefer (1986); Bennis and Nanus (1985), Knox (2002), Maehl (2000); Rose, Leahy (1991); McLagan (2002); Mulcrone (1993); Blackburn(1994); Vella, Bernardinelli, Burrow (1998).

Comments: Paper 3 due about session M.

11/124/09 - 12/08/09 K – M CASE DISCUSSIONS

12/15/09 N. ISSUES

1. Why is quality a major issue for continuing and technical education leadership and what contribution to quality improvement can be made by action science, total quality management, and strategic planning?
2. Why are issues of power, political dynamics, value judgments, and resource allocation interconnected and central to leadership?
3. What are major ethical issues for continuing and technical education leadership?
4. What are important trends related to leadership on behalf of people who are under-represented in such programs?

Basic Readings: Brockett, Hiemstra (2004) p. 52-59, 113-120; Gailbraith, Sisco (2002) p. 5-13, 139-142; Quigley (1997) p. 103-136; Brockett (1987) p. 3-13, 93-96; Argyris (1993) p. 1-11, 49-89; Simerly (1989) p. 445-451.

Supplementary Readings: Brockett (1988) ch. 1, 5, 13; Quigley (1989); Gailbraith and Sisco (1992); Peters and Jarvis (1991) ch. 10, 11, 16. Mezirow and Assoc (2000); Guy (1999); Hayes, Colin (1994); Wise and Glowacki-Dudka (2004); Davis, Barnes, Fox (2003).

4.i. Audio Conference Details

- We use UW-Extension's WisLine Audio service for these courses.
- Students will be given a phone number and conference passcode they can use each week. For ELPA 811, Fall 09, the call-in number is 888-677-9189 and the passcode is 2424.
- Calls can be made from anywhere in the state.
- Phones should have a mute button. Phones should be muted anytime a student is not talking.
- Students must call in for each session, even if they are using ExtendLMS@ICS.

ExtendLMS@ICS Details and Requirements:

- This is a free service provided by UW-Extension. It is based on Adobe Connect Pro software.
- Students will be given a username and password which will allow them access to the online course area.
- Students using this software will be able to see the classroom as well as content that is being shown by Dr. Knox or others, e.g., PowerPoint slides.
- Students at a distance can use a webcam to be seen by the rest of the class if they wish:
 - A basic USB webcam, or built-in laptop camera, will work.
 - A webcam is not required for participation in ExtendLMS@ICS.
- Technical requirements for ExtendLMS@ICS:

PC users:

Operating System: Windows (98se, 2000, XP)

Browser:

Internet Explorer 5.0, 5.5, 6.0

Netscape Navigator 7.1

AOL 9

Mozilla Firefox 1.0.3

- Macromedia Flash Player 6.0.79 or higher
- Minimum Internet Connection speed of 56 Kbps

Mac users:

- Operating System: Mac OSX 10.s, 10.3, 10.4
Browser
 - Safari 1.1, 1.2, 2.0
 - Mozilla Firefox 1.0.3

- Macromedia Flash Player 6.0.79 or higher

- Minimum Internet Connection speed of 56 Kbps

- For more information and FAQs on ExtendLMS, go to <http://www.uwex.edu/ics/extendlms/>

- Students can also direct technical questions to Jesse Winters, the School of Education technical coordinator for these courses: jjwinter@education.wisc.edu or (608) 445-1878.

4. ii Other Technologies

Learn@UW can enable us to create sub group discussion, similar to threaded discussion, but just for a few participants with a shared interest. Especially early in the course after introductions, if two or more participants are interested in such sub group discussion, contact the instructor with the topic focus and names of interested students. We will then create a group name and preliminary participant list, along with procedures for accessing and posting. The instructor may or may not participate in such group discussion, based on participant preference.

Educational technology: Several forms of distance education are included to enhance access and interaction for students in various locations. The following brief explanations provide basic information about the main forms of educational technology that are included in ELPA 811. Contact the instructor about questions or problems. During the semester, Learn@UW contains explanations and guidelines, with access to a help desk at (608) 264-HELP.

- A. Email – Standard Email procedures can connect you with the lead instructor, resource persons, other students, and Learn@UW.
- B. Audioconferencing will be used for all Tuesday evening sessions. For students who do not attend the Tuesday session in Room 218 Educational Sciences (1025 W. Johnson Street, Madison), you can phone in (toll free for you) from any location in Wisconsin. Two or more students who want to do so together from a WISLINE public site can find potential locations from the following website: http://uwex.edu/ics/wisline/public_sites.cfm. Check before to be sure they are available in the evening.
- C. E-reserves enables students to download, read, and print all basic readings. (See list of E-reserves on each unit) All course-related reserves are available through the MyUW portal at <http://my.wisc.edu/portal/>. To access eReserves through the Learn@UW portal, begin with the Library/Reserves navigation bar on the left, just under the course title. This will take you immediately to the required readings for each unit. When you click on the author's name, that reading will automatically appear. You may download it or read it onscreen. For the supplementary readings, click on the [UW Libraries](#) on the top right of the readings page. This will take you to a search page.

Click on the category of reading, then type in your search item. The easiest way is to type in the title of the book or article. To do this, you will have to use the course bibliography. You may also type in the title of the author, but that gives you more returns on the search.

D. Computer based online learning is also available as threaded discussion for each unit.

4.iii. Introductory Survey

Each student should complete and email, using the threaded discussion section of Learn@UW for this course, around the first course session, pertinent background information along with learning goals and expectations for the course experience. This brief (250 words or less) introduction should include name and an indication of pertinent background experience and current roles, along with expectations for what you would like to gain from the course. Instructor information is on the ELPA website.

4.iv. Periodic student feedback during course (1 or 2 times)

	Low			High
1. Syllabus and plan				
Comments: _____	1	2	3	4
2. Text, readings, video				
Comments: _____	1	2	3	4
3. Importance of course content				
Comments: _____	1	2	3	4
4. Student interaction, discussion				
Comments: _____	1	2	3	4
5. Opportunities for active learning				
Comments: _____	1	2	3	4
6. Instructor contributions				
Comments: _____	1	2	3	4
7. Instructional technology				
Comments: _____	1	2	3	4
8. General value and benefits				
Comments: _____	1	2	3	4
9. Most beneficial aspects				
Comments: _____	1	2	3	4
10. Could be strengthened				
Comments: _____	1	2	3	4

4.v. Electronic Version of ELPA Course Evaluation Form

Please go to the [Learn@UW](#) site.

5.i. Assignments and Guidelines

As an alternative to the typical major term paper submitted at the end of the semester, there will be three brief papers, as follows.

1. Due about session E, is a critique of a book or the equivalent on an aspect of continuing and technical education coordination and leadership (twenty percent of grade).
2. Due about session I, is a report on an interview with someone with experience with coordination and leadership of some type of educational program for adults or vocational and technical education. The report should comment on leadership strategies, in relation to course-related concepts from the readings (twenty percent of grade).
3. Due about session M, is an analysis of a case situation from the literature, personal experience, or the experience of a continuing and technical education program coordinator. The case report should analyze at least one decision or alternative direction, with reference to both specific contingencies in the case situation and relevant concepts from course-related readings. (fifty percent of grade).

These three papers together will contribute ninety percent of the course grade. The remainder is based on class participation. The paper critique form in the syllabus, labeled Assessment of Course Project Report, indicates the criteria to be used when evaluating these papers.

(1) LITERATURE REVIEW REPORT

- a. Purpose- Prepare a report on a literature review on an aspect of educational leadership, focused on an organizational setting of interest to you (such as school, community college, university, staff development, association, other continuing education) and a decisional area of interest to you.
- b. Due- at the end of Unit E, week 5
- c. Report in the following parts:
 1. Literature review of up to 750 words that focuses on an aspect of leadership and coordination.
 2. Summary of up to 250 words suitable to distribute to other students.
- d. Aspects to guide report and assessment
 1. Reference in critique to course related concepts and readings.
 2. Reflection on major implications for practice or research
- e. Twenty percent of course grade

(2) REPORT ON INTERVIEW OF AN ADMINISTRATOR OF CONTINUING OR TECHNICAL EDUCATION

- a. Purpose – Summarize the interview and add your reflections based on selected course related concepts and guidelines.
- b. Due- at the end of Unit I, week 9
- c. Report in the following parts:

1. Overview (250 words or less) of the main ideas from the interview, that are relevant to course purpose and student interest.
2. Discussion (up to 750 words) to include reflections on a few themes from the interviews related to course content and readings as well as student purpose and career development.
3. Summary of up to 250 words, suitable to distribute to others.
- d. Twenty percent of course grade.

(3) INQUIRY REPORT

- a. Purpose – Design and at least partly implement a research or evaluation project (inquiry) on an aspect of leadership and coordination.
- b. Due – Next to last course session
- c. Report length up to 5,000 words (20 double spaced pages) with sections such as the following.
 1. Executive Summary
 2. Introduction to the purpose and importance of the study.
 3. Rationale for the study based on preliminary review of major recent pertinent writings
 4. Methods and procedures for collecting and analyzing data
 5. Major findings, conclusions, and discussion related to rationale (if any).
 6. References
- d. Aspects to guide report and assessment
 1. Clear statement of inquiry question purpose and topic
 2. Justification of importance of inquiry
 3. Identification of major relevant writings
 4. Indication of relations among concepts in rationale that can help explain topic
 5. Use of inquiry methods appropriate for purpose and topic.
 6. Presentation of findings conclusions and implications.
- e. Fifty percent of course grade

5.ii. Criteria for Instructor Assessment of Written Reports	Low			High
1. Clear Focus and Purpose of Report	1	2	3	4
2. Importance of Content Related to Educational Leadership	1	2	3	4
3. Identification of Course Related Concepts and Writings	1	2	3	4
4. Depth of Analysis	1	2	3	4
5. Evidence of Reflection	1	2	3	4
6. Implications for Practice or Research	1	2	3	4

6.i. FAQ ELPA 811 Fall 09

FAQ

- How do the course units contribute?

The interrelated course units include reading, discussion, reflection, and writing about concepts, examples rationale, sources for further study that together can enrich a broad mastery for visionary educational leadership.

- What options in the course plan provide flexibility and individualization?

The syllabus questions and basic readings provide a shared foundation to help students complete specialized readings and interact, so as to enrich the individualized reading, writing, and reflection of each student.

- How could this overview improve professional practice?

Students can use their career experience and interests regarding educational leadership to emphasize reading, writing, conversation, and reflection to apply concepts to their specific career interests.

- Why does the course use instructional technology?

Distance education arrangements can provide each student with convenient access to learning resources and interaction with students at various locations, which supplements synchronous face to face class sessions and instructional interaction.

- What familiarity with instructional technology should students have?

Minimal familiarity is required for audio conferencing at synchronous class session; Learn @ UW allows basic use of computer based education with the equivalent of sending and receiving email; but students with more computer experience have more options.

- How can students benefit from viewpoints of other students?

Learn @ UW can enable students to easily send and receive and participate in on-line discussions with other students who share similar interests, in addition to synchronous sessions with audio interaction with all other students.

- Why are periodic surveys and brief reports included?

Such efficient feedback can increase responsiveness and help modify course plans and implementation.

- Can people enroll as special students without pursuing a graduate degree?

In addition to some students who are matriculated for a graduate degree or certificate from one of the cooperating UW campuses or elsewhere, some students typically do so for professional development by following instructions on the office of Special and Guest Students website.

<<http://www.education.wisc.edu/elpa/admissions/SpecialStudentEnrollmentProcess.htm>>

- Can this and future courses be applied to degree or certification programs?

Yes, for special students registered for professional development contact the instructor for ways to apply the course to meet degree requirements.

- Are special accommodations available?

Contact the instructor about available special accommodations and assistance for persons with disability or special challenges related to communication or mobility.

- What provision is made for access to supplementary readings, beyond the course texts?

Beyond the texts and other readings, (that can be downloaded and printed), students can search and download many journal articles, along with books from the three cooperating UW campus libraries, supplemented by interlibrary loan.

- Can other guests and course students also made brief presentations?

Contact the instructor about such arrangements for pre-recorded or live presentations.

- How flexible are the arrangements for course papers and grades?

The syllabus provides guidelines for papers and target dates, but contact the instructor for individualized arrangements.

6.ii Netiquette - The following guidelines for netiquette in online learning may be useful:

http://academic.son.wisc.edu/wistrec/archive/general_info/general_info.html

"Netiquette" is a code of behavior for the Internet. You should follow these in addition to normal rules of behavior for a classroom setting. We will review both.

For the Learning Environment

- *Use proper language. One educator suggests that you speak as though your grandmother were in the room.*
- *No jokes, insults, or threats of a personal, racial, or sexual nature. Otherwise, humor and wit are greatly encouraged and appreciated.*
- *Challenge ideas, not people.*
- *Keep postings to no more than two screens. People get lost and tired if they are too long.*
- ***DON'T USE ALL CAPITAL LETTERS. PEOPLE FEEL AS IF THEY ARE BEING SCREAMED AT.***
- *Don't worry too much about typing errors and spelling, as long as you can be understood.*
- *Communication is 80% nonverbal but we can't see you wink or smile. It is often helpful to use "emoticons" (emotion icons) or abbreviations to indicate your state of being. The most common emoticons are the smiley face :) and the frowning face :(There are others which you will learn along the way. Some common abbreviations are:*

lol = laughing out loud
rofl = rolling on floor laughing
LTNS = Long Time No See
IMHO = In My Humble Opinion
BTW = By The Way

For a list of emoticons visit: <http://www.albion.com/netiquette/book/0963702513p59.html>

General Internet Rules of Behavior

There is a book on [Netiquette](#) which is posted on the Internet. It explains in detail the rules for online communication. The Core Rules from that book are:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

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