1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 10/7/2013

1b. Department/Division: Educational Leadership Studies

1c. Contact Person

Name: Lars Bjork

Email: lbjor1@uky.edu

Phone: 859-257-2450

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: EDL 682

2c. Full Title: Leading District Change and Innovation

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 5

PRACTICUM: 45

SEMINAR: 10

OTHER: 10

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course focuses on understanding the role of the school district superintendent in leading system-wide change and innovation, educational reform in national, state and local contexts and change models and processes. Students will collaborate with a superintendent mentor in completing field-based, work-embedded assignments. Preqeq: Admission to the Superintendent Certification Program or consent of the instructor.

2k. Prerequisites, if any: Preqeq: Admission to the Superintendent Certification Program or consent of the instructor.

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Winter,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   12

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: Department of Educational Leadership Studies, Superintendent Certification Program

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Lars G. Bjork

Instructor Email: lbjor1@uky.edu

Internet/Web-based: Yes

Interactive Video: Yes

Hybrid: Yes

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Timely and appropriate interaction with students will be assured through asynchronous online discussion groups, which will be facilitated by the instructor. Video conferencing (Adobe Connect, Skype) will be used for synchronous observation of tutoring and seminar discussions, as needed. The course syllabus conforms to the UK Senate Guidelines and includes Distance Learning Considerations and information.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This hybrid course is equivalent to on-campus instruction in terms of course objectives, student learning outcomes (expectations and assessment), and readings. In addition, the length of seminars (class interaction and participation), student conferences, tutorials, office hours, presentation of content (lectures and YouTube videos), assignments, modes of learning assessment etc. are comparable to on-campus, face-to-face modes of instruction. Class materials (reading materials, Power Points, YouTube lecture videos, assignment descriptions, are available on Blackboard. Assignments are distributed and collected online. All students will be required to participate in online and face-to-face activities and thus have the same experience.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The integrity of student work is assured as the course requirements for online and face-to-face participation in all assigned course activities are identical. As a Superintendent Certification Program course mandated by Kentucky State Statute (16 KAR 3:010) and the Educational Professional Standards Board (EPSB)the course assessment will be based on both mastery and application of content knowledge in field settings (school districts)and completing work-embedded projects.The security of student work is facilitated by the security afforded by UK's Blackboard course system and UK's academic offense policies.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes, this course will be delivered at least 50% online.

If yes, which percentage, and which program(s)? The Department of Educational Leadership Studies, Superintendent Certification Program-60%.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Course readings are available through Blackboard, textbooks are available to be purchased online and the instructor maintains online office hours as well as interacting with students via email and telephone. Students will participate in all scheduled online activities. The EDL 682 Course Syllabus contains information for accessing student services on campus and for technology support and library services.

6.How do course requirements ensure that students make appropriate use of learning resources? Blackboard discussion boards will be tracked to ensure students are engaged and participation in online seminars will visually confirm their presence and level of engagement. Assignments require use of technology to access reading materials and YouTube videos et al.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Technology tools are available to all students in the course through the College of Education Instructional Technology Center (ITC).

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The course syllabus informs students about UK policies and how they may access a wide array of UK support services.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Technology tools are available to all students in the course through the College of Education Instructional Technology Center (ITC) and UK provides technology support services to all DL students.

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Dr. Lars G. Bjork

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDL 682 NEW Graduate Council Review|20130822

SIGNATURE|MYRT|Martha L Geoghegan|EDL 682 NEW Approval Resent to College|20130910

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDL 682 NEW Graduate Council Review|20131010

SIGNATURE|MYRT|Martha L Geoghegan|EDL 682 NEW College Review|20130620

SIGNATURE|MYRT|Martha L Geoghegan|EDL 682 NEW College Review|20130916

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	2372	EDL682_Syllabus_041713.doc

| First | 1 | Last |

Select saved project to retrieve...   [   ]   Get   New

(*denotes required fields)

1. **General Information**

    a. * Submitted by the College of: EDUCATION   * Submission Date: 10/7/2013

    b. * Department/Division: Educational Leadership Studies

    c.

    * Contact Person Name: Lars Bjork   Email: lbjor1@uky.edu   Phone: 859-257-2450

    * Responsible Faculty ID (if different from Contact)   Email: Phone:

    d. * Requested Effective Date: ⦿ Semester following approval OR ◯ Specific Term/Year

    e.

    Should this course be a UK Core Course?   ◯ Yes ⦿ No

    If YES, check the areas that apply:

    ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

    ☐ Inquiry – Humanities   ☐ Quantitative Foundations

    ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

    ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

    ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

    a. * Will this course also be offered through Distance Learning?   ⦿ Yes ◯ No

    b. * Prefix and Number: EDL 682

    c. * Full Title: Leading District Change and Innovation

    d. Transcript Title (if full title is more than 40 characters):

    e. To be Cross-Listed [2] with (Prefix and Number):

    f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

5	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium	45	Practicum
	Research		Residency	10	Seminar		Studio
10	Other		If Other, Please explain:		Interactive technology		

    g. * Identify a grading system: ⦿ Letter (A, B, C, etc.) ◯ Pass/Fail ◯ Graduate School Grade Scale

    h. * Number of credits: 3

    i. * Is this course repeatable for additional credit?   ◯ Yes ⦿ No
       If YES: Maximum number of credit hours:
       If YES: Will this course allow multiple registrations during the same semester? ◯ Yes ◯ No

j. * Course Description for Bulletin:

This course focuses on understanding the role of the school district superintendent in leading system-wide change and innovation, educational reform in national, state and local contexts and change models and processes. Students will collaborate with a superintendent mentor in completing field-based, work-embedded assignments. Preqeq: Admission to the Superintendent Certification Program or consent of the instructor.

k. Prerequisites, if any:

Preqeq: Admission to the Superintendent Certification Program or consent of the instructor.

l. Supplementary teaching component, if any: ⊙ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus?   ○ Yes ⊙ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply):   ☑ Fall   ☑ Spring   ☑ Summer   ☑ Winter

b. * Will the course be offered every year?   ⊙ Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available?   ⊙ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected?   12

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program?   ⊙ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm?   ○ Yes ⊙ No

If YES, explain:

8. * Check the category most applicable to this course:

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☑ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program?   ○ Yes ⊙ No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program?   ⊙ Yes ○ No

If YES [5], list affected programs::

Department of Educational Leadership Studies, Superintendent Certification Program

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500?   ○ Yes ⊙ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

Distance Learning Form

This form must accompany **every** submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL. **fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requiremer are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	EDL 682	Date:	4/17/2013
Instructor Name:	Lars G. Bjork	Instructor Email:	lbjor1@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☑   Hybrid ☑

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Se Syllabus Guidelines, specifically the Distance Learning Considerations?
   Timely and appropriate interaction with students will be assured through asynchronous online discussion groups, which will be facilitated by the instructor. Video conferencing (Adobe Connect, Skype) will be used for synchronous

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, as student learning outcomes, etc.
   This hybrid course is equivalent to on-campus instruction in terms of course objectives, student learning outcomes (expectations and assessment), and readings. In addition, the length of seminars (class interaction and

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
   The integrity of student work is assured as the course requirements for online and face-to-face participation in all assigned course activities are identical. As a Superintendent Certification Program course mandated by Kentucky State

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any for defined above?
   Yes, this course will be delivered at least 50% online.

   Which percentage, and which program(s)?
   The Department of Educational Leadership Studies, Superintendent Certification Program—60%.

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery ι months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
   Course readings are available through Blackboard, textbooks are available to be purchased online and the instructor maintains online office hours as well as interacting with students via email and telephone. Students will participate

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?
   Blackboard discussion boards will be tracked to ensure students are engaged and participation in online seminars will visually confirm their presence and level of engagement. Assignments require use of technology to access reading

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
   Technology tools are available to all students in the course through the College of Education Instructional Technology Center (ITC).

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or red course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?
   The course syllabus informs students about UK policies and how they may access a wide array of UK support services.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
   ◌ Yes
   ◉ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technol
   Technology tools are available to all students in the course through the College of Education Instructional Technology Center (ITC) and UK provides technology support services to all DL students.

10. Does the syllabus contain all the required components, below? ☑Yes

    - Instructor's *virtual* office hours, if any.
    - The technological requirements for the course.
    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
    - Procedure for resolving technical complaints.
    - Preferred method for reaching instructor, e.g. email, phone, text message.
    - Maximum timeframe for responding to student communications.
    - Language pertaining academic accommodations:
      - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation whicl recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dliservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Dr. Lars G. Bjork

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes

EDL 682 Leading District Change and Innovation

University of Kentucky College of Education
Research and Reflection for Learning and Leading

Course Syllabus
Summer XXXX

Section XXX
Hybrid Model
Saturday, 8:30-11:30 AM
Class Sessions: TBA
Class Location: TBA
Online Learning Activities (http://elearning.uky.edu)

Contact Information	
Instructor:	Lars G. Björk, PhD
Office:	111D Dickey Hall
E-mail address:	Lbjor1@uky.edu
Skype address:	Lbjor1
Office phone:	(859) 257-2450
Cell phone:	(859) 327-2450 (emergency only)
Home phone:	(859) 266-8534 (no later than 8 PM)
Office hours:	Monday 2-5 PM and by appointment
Campus address:	Department of Educational Leadership Studies 111 Dickey Hall, College of Education University of Kentucky Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department fax:	(859) 257-1015
Department Web site:	http://leadership.uky.edu

Course Description in UK Bulletin 2013-2014

This course focuses on understanding the role of the school district superintendent in leading system-wide change and innovation, educational reform in national, state and local contexts and change models and processes. Students will collaborate with a superintendent mentor in completing field-based, work-embedded assignments. Preqeq: Admission to the Superintendent Certification Program or consent of the instructor.

Course Overview (Add Implementation Science)

This course builds upon and extends leadership modules covered in previous courses the Superintendent Certification Program sequence (EDL 676, EDL 677, and EDL 678), specifically how managers and leaders understand and apply Bolman and Deal's (2008)[1] four-frame model that analyzes problems from multiple perspectives and develop multi-dimensional solutions. The four frame model includes the **structural frame** (that focuses on formal patterns of goals, roles, and relationships), **human resource frame** (that focuses on human needs and motivation), **political frame** (that centers on power and conflict), and **symbolic frame** (emphasizes the culture of organizations, meaning, ceremonies, rituals and symbols). These several dimensions of leadership help to reframe how superintendents understand the driving forces of change as well as transformational processes. The course will examine the literature on large scale, system-wide change; examine specific strategies and processes that accompany stages of change and how leaders may anchor the capacity for change in school district cultures (Kotter, 1996, 2012)[2].

Expected Learning Outcomes and Corresponding Assessments
The purpose of this course is to expand understanding of the role of school district superintendents in leading system-wide change and innovation within continually changing local, state, and national contexts.

At conclusion of course, students will be able to. . .	Evidenced through their. . .
• Apply four leadership frames in analyzing superintendents role in leading system-wide change and innovation processes	• Work-embedded, school district analyses
• Articulate current themes in the literature on large-scale change, innovation, and transformative leadership.	• Content in course reading assessments (Quizzes)
• Describe a multi-stage change process appropriate to framing school district change and innovation.	• Individual and small-group change action plans
• Describe environmental influences that can affect organizational structure and activity within school districts.	• Critique of Kentucky P20 reform, state and district revenue sources and politics
• Apply leadership and change concepts in formulating a school district change or innovation process.	• Collaborate with a mentor superintendent in defining a change problem and developing a change strategy within critique of Kentucky P20 education reform efforts

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[1] Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

2. Kotter, J. (1996, 2012). *Leading Change*. Boston, MA: Harvard Business School Press.

Required Course Textbooks and Readings

Professional reading, independent study, and reflection are fundamental components of this course. The required and suggested readings provide a foundation for superintendents in leading effective change and innovation processes focused on improving student learning. Journal articles etc. will be posted on Blackboard.

Kotter, J. P. (2012). Leading Change. Boston, MA: Harvard Business Review Press
Bolman, L. G., & Deal, T. E. (2008). Reframing organizations: Artistry, choice, and leadership (4th ed.). San Francisco, CA: Jossey-Bass.
Fullan, M. (2010). All systems go: The change process fro a whole system reform. Thousand Oakes CA: Corwin Press.
Clements, S. K, & Kannapel, P. J. (2010, May). Kentucky's march to the top: The past and future of education reform in Kentucky [White paper]. Charleston, WV: Advantia. Retrieved from http://www.edvantia.org/products/pdf/10KY-White-Paper.pdf
Harvard Business Review (2011). On change management. Boston, MA: Harvard Business Review Press

Suggested Readings

Björk, L. & Kowalski (2005). The contemporary Superintendent: Preparation, Practice and Development. Thousand Oakes, CA: Corwin.

Kowalski, T. (2006). The School Superintendent: Theory, Practice and Cases, 2nd Edition. Thousand Oakes, CA: Sage [ISBN: 9781412906777]

Kowalski, T., McCord, R., Peterson, G., Young, P., and Ellerson, N. (2011). The American School Superintendent: 2010 Decennial Study. Rowman & Littlefield: Lanham Penn.

CCSSO (2008). Educational Leadership Policy Standards. (Free On line copy) http://npbea.org/wordpress/wp-content/uploads/2012/06/Educational_Leadership_Policy_Standards_2008.pdf

Holman, P., Devane, T., Cady, S., & Associates. (Eds.). (2007). *The change handbook: The definitive resource on today's best methods for engaging whole systems.* San Francisco, CA: Berrett-Koehler.

Hoyle, J., Björk, L., Collier, V. & Glass, T. (2005). The Superintendent as CEO: Standards-Based Performance. Thousand Oakes, CA: Corwin.

Hubbard, R. (2009, June). Tinkering change vs. system change. *Phi Delta Kappan, 90*(10),   745-747.

Student Responsibilities in Hybrid Course

Students in this course assume responsibility for their own learning as well as collaborating with peers, consulting with them and engaging in problem finding and identifying solutions.

Collaboration with District Partners

In accordance with requirements from the Kentucky Education Professional Standards Board (EPSB) to include diverse partners, school personnel from the Central Kentucky Educational Cooperative, Fayette County Public Schools, and the Commonwealth Consortium of School Leadership Preparation Programs (CCSLD) and the Committee to Review Superintendent Programs convened by the EPSB were involved in the design of this course. In addition, school district superintendents will serve as mentors and instructors, other appropriate district-level educational practitioners who have requisite expertise as well as national experts in the superintendency, educational reform policy, change and innovation may assist in the delivery of course sessions.

Standards-based Curriculum

EDL 682 is a state mandated course and is a required course for the Superintendent Certification Program in the Department of Educational Leadership Studies (EDL). The course is designed to meet requirements established by EPSB and Kentucky State Statute (16 KAR 3:010) for school superintendents. Thus, course content integrates appropriate components of the Educational Leadership Policy Standards: Interstate School leadership Licensure Standards and Indicators (ISLLC 2008), National Educational Technology Standards for Administrators (NETS•A) and TSSA Standards as well as 21st Century Learning and Senate Bill 1.

Unbridled Learning Initiatives

Course content and assignments provides opportunities for Superintendent Certification Program students to advance their knowledge and mastery of the knowledge and strategies associated with implementing change and innovation linked to Kentucky education reform (e.g., Kentucky Core Academic Standards, characteristics of highly effective learning and teaching, classroom assessments that assure learning, career and college readiness, school-performance accountability). As students engage in required clinical practice within P12 school districts, they address one or more components of the Senate Bill 1 initiatives.

Distance Learning Considerations

This course requires use of information technology: Students are expected to have regular access to a personal computer, web camera, and the Internet to complete learning activities and assignments. All online activities are to be completed within designated sections of the course Blackboard, accessed through https://elearning.uky.edu/webapps/portal/frameset.jsp, or other sites that support synchronous meetings (e.g., Adobe Connect).

>**Instructor's Virtual Office Hours.** Monday 2-5 PM and by appointment (made via electronic mail).

>**Instructor's Preferred Method Communication.** Electronic mail (lbjor1@uky.edu or Skype (Lbjor1).

>**Maximum Timeframe for Responding to Student Communications.** Students may expect the instructor to respond to email inquiries or requests within 48 hours—excluding weekend and holiday contacts.

Teaching and Academic Support Services. Contact the Teaching and Academic Support Center at http://www.uky.edu.TASC/index.php or 859-257-8772.

Procedures to Resolve Technological Problems. Contact the Information Technology Customer Service Center at http://www.uky.edu/UKIT/ or 859-257-1300.

Information on Distance Learning Library Services. Available at www.uky.edu/Libraries/DLLS , from DL Librarian (Carla Cantagallo via email at dllservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 1-800-828-0439), or from Distance Learning Interlibrary Loan Services at http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Students with Documented Disability

Students with documented disability that requires academic accommodations in this course must submit a request through the University Disability Resource Center. The Center requires current disability documentation. If approved, the Center will provide a Letter of Accommodation to student and instructor that details the recommended accommodations. Contact the Disability Resource Center Director, Jake Karnes, via jkarnes@email.uky.edu or 859-257-2754, for more information.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

> **Absences.** The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the class meets only five times on UK campus during the semester, regular attendance is essential. If personal responsibilities or professional duties create scheduling conflicts, then students must make decisions about their priorities. If students must miss a scheduled class, then they must notify me about the reason for the absence **before the absence occurs.** In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through email communication.** Additional assignments may be required for missed class meetings.

> **Canceled Class.** If a class must be canceled due to bad weather or other unforeseen circumstances, I shall make every possible effort to contact students in sufficient time to avoid unnecessary travel to campus.

> **Changes to Syllabus.** I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as a revised course calendar distributed electronically via email and posted on the course Blackboard.

Go to http://www.research.uky.edu/gs/CurrentStudents/bulletin.html for more information about UK policies.

Quality of Student Work

Unless specified otherwise, all papers and online responses must be presented in the writing style of the sixth edition of the *Publication Manual of the American Psychological Association*[3] (see pp. 61-224). Online assistance is available at the official APA Web site (http://www.apastyle.org) and the Purdue University Online Writing Lab (http://www.owl.english.purdue.edu/owl/resource/560/01). Students are expected to follow rules of usage and principles of composition provided by Strunk and White (2000)[4]. If the two resources listed in the footnote below present differing rules, students are to adhere to the writing guidelines in the APA *Manual.* All papers must be word-processed in **Times New Roman 12-point font**.

>**Peer Review.** Prior to submitting a final paper to me, students are encouraged to share a draft of their completed manuscripts with a class peer for critical feedback—with the understanding that (a) *conducting a critical review of peer's paper must be reciprocated* and (b) *conducting a peer review is **not** allowed for online assessments*. Reviewing others' work helps to improve one's own writing and provides additional interpretations of literature. Sharing of works in progress requires *commitment to complete review by requested date* and *understanding that content of reviewed paper is peer's intellectual property that will not be plagiarized.*

>**Plagiarism.** Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an "E" grade in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations. Cite all sources accurately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

>**Late Submittals.** Unless specified differently in the assignment guidelines, each written assignment is to be delivered me as an attachment to an email message addressed to lbjor1@uky.edu and sent no later than 10:00 AM on the due date. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at my discretion.

>**Incomplete Grade.** Incomplete grades for this course are issued reluctantly and sparingly—and only if a passing grade will result from completion of the work. The UK Graduate School permits students **one calendar year—unless a shorter time frame is deemed appropriate by the instructor**—to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (failure). UK and EDL rules require students

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[3] American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

[4] Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York, NY: Longman.

requesting an "I" grade to complete a contract specifying how and when the "I" will be removed during contracted period. The contract must be submitted to me before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Course Requirements and Expectations

Unless specified otherwise, all student-generated written assignments must be submitted to me electronically as an attachment to an e-mail message **no later than 10:00 AM on the due date.** Guidelines for assignments will be posted on the course Blackboard and distributed as attachments to e-mail messages. Dates for submission appear in the proposed course calendar on page 8 and are subject to change to accommodate learner needs.

1. **Asynchronous Dialogue**: Students are encouraged to interact with their class peers and the instructor using distance learning technology and information derived from Web-based Content Knowledge Quizzes.

2. **Class Participation.** Students are expected to actively participate in online asynchronous discussions (when scheduled) and in-class discussions and activities as well as complete independent work as presented on the course calendar.

3. **Learning Checks** (Content Knowledge Quizzes): The Instructor will post Learning Checks on Blackboard. Students are required to complete each quiz by the time posted in the Course Schedule (11 PM). Content Knowledge Quizzes for each learning module align with assigned readings for that module. To receive credit, students must complete responses and quizzes by the due dates appearing in the Course Calendar or published in the assignment guideline posted in Blackboard.

4. **Case Study-Field-based Project:**
    The field-based, case study project will focus on the superintendents role in improving instruction [Kentucky State Statute, 16 KAR 3:010] and apply leadership frames and change processes learned in the EDL 682 course. Students should work with their superintendent mentor in defining and completing this field-based case analysis. An Executive Summary Paper will include the following sections: (a) Introduction to the Problem (including its significance), (b) Background describing the pertinent roles of the superintendent, (c) the nature the change process including timelines, due dates etc. In addition, students will be expected to share their papers and discuss findings with other students. Several areas that may be included in the paper align with major areas of superintendents work including: (1) Budgeting Processes; (2) student assessment (analysis, monitoring and use of data in instructional improvement); (3) Comprehensive Planning: (CSIP and DIP Processes); (4) Personnel Evaluation: (Certified and non-certified personnel); (5) Superintendent-School Board Relations (related to improving student learning) and, (6) Communication: (a) district-wide, (b) school board or (c) community as it relates to improving student learning.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below. A "grading curve" will not be used.

Class Assignments/Expectations	Points Possible
1. Individual Reflections (Bb Participation)	10
2. Class Participation	10
3. Learning Checks (6 Online "Content" Quizzes)	30
3. Case Study Papers and Power Point Presentation (1)	50
Total Points	**100**

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

Course Calendar

Week	Activity	Topic Module Learning Outcomes	Reading Assignments	Products Due
1	Online Activity and Class Meeting	**Introduction to the Course** **Learning Module 1:** **Reframing Leadership for Change** • Identify the four leadership frames and describe how superintendents may use them when implementing P20 instructional reforms; • Describe how training, realigning, negotiating and grieving are relevant to the change process.	• **Björk-YouTube Video** • **Björk-YouTube Video** • **Bolman & Deal** (2008): Chapt. 18	**Learning Check:** **Online Quiz #1**
	added	*LEARNING MODULE 1:* *SUPERINTENDENT AS MANAGER-LEADERSHIP AND SUSTAINABILITY* *How can school district leadership support and sustain educational innovation?* • Describe how you would organize a team of leaders to implement the 8 elements of sustainability in your school district.	Fullan (2005) *Leadership and Sustainability*	
2		**Learning Module 2:** **The Superintendent as Instructional leader** **What is instructional leadership?** • Describe the key elements of the superintendent's role as an instructional leader; • Articulate the driving forces for	• **Björk-YouTube** Video & Power Point; • **Björk (1993)**-Supt as instructional leader; • **Marzano & Waters**	**Learning Check:** **Online Quiz #2**

		improving student learning at the national, state and local-levels; ***How are student assessments used to improve instruction in school districts?*** • Describe how superintendents influence improvement of student learning. • Describe how student test data are disaggregated, analyzed and disseminated in your school district. • Discuss how these test data are used strategically to improve learning and teaching.	**(2009)**-Chapts. 3 & 4-*District Leadership that Works.* • **Forner (2012)**-Lead & Effective Rural Supts.	
3	Online Activity and **Class Meeting**	***Learning Module 3:*** ***Large Scale System Change*** • Discuss shifts in the change literature towards whole systems change and the role of superintendent leading reform. • Explain difference between tinkering and system change • Articulate tension points leaders must manage • Define external pressures for change (student performance)	• **Fullan** (2010) *All Systems Go* • **Björk**-YouTube Video & Power Point; • **Kowalski** (2006): Chapt. 3-Conditions of practice; • **Clements & Kannapel** (2010)-Ed. Reform in KY.	**Learning Check:** **Online Quiz #3**
4	Online Activity	***Learning Module 4:*** ***Systems Thinking*** • What is systems thinking? • *Link key elements of the systems model to continuous school district improvement.* •*How do concepts of "tight and loose coupling" influence superintendents' leadership?*	• **Björk**-YouTube Video & Power Point; • **Björk**-Excerpt, "Systems Thinking"; • **Duffy (2008)**-"Open Systems"; • **Thornton & Perrault** (2008)-"Using Systems Thinking to improve 21st Century Schools". • **Marzano & Waters (2009)**-Chapts. 1 & 2-*District Leadership that Works.*	**Learning Check:** **Online Quiz #4**
5	Online Activity	***Learning Module 5:*** ***Strategic Leadership and Planning*** ***What is strategic Leadership?***	• **Björk**-YouTube Video & Power Point; • **Guthrie &**	**Learning Check:** **Online Quiz #5**

			Schuermann (2010)-Context &Strategic Leadership; • **Datnow & Park** (2010)-Large Scale Reform; **Review** **Kowalski (2006)-Chapt 3**	
6	Online Activity and **Class Meeting Class**	***Learning Module 6*** ***Design Thinking*** • Define "Design Thinking" • How is this concept useful for superintendents with regard to management as well as change and innovation processes?	• Brown (2008)-Design Thinking (Harvard Business Review); • **Beckman & Barry** (2007): Innovation as a Learning Process: Emedding Design Thinking; • **Boland & Collopy** (2010), Chapt 12-Design Matters for Management; • **Bell, S.** (2008)-Design Thinking. **YouTube Videos Playlist** http://www.youtube.com/playlist?list=PL0 3D20D37171C05F9	**Learning Check:** **Online Quiz #6**
7	Online Activity	***Learning Module 7:*** ***Leading Change-The Problem and the Solution*** ***Why do want to transform school districts and why do they fail?*** • Discuss why we need to change learning and teaching in schools. • Describe why do most efforts fail? • Articulate why some efforts succeed.	• Kotter (1996, 2012): Chapts. 1 &2	**Learning Check:** **Online Quiz #7**
8	Online Activity	***Learning Module 8:*** ***Leading Change-The Stages of***	• Kotter (1996, 2012):	**Learning Check:** **Online Quiz #8**

			Chapts. 3-10	
		Change ***How do leaders create change in school districts?*** • Discuss Kotter's eight stage model for change. • Describe how Bolman and Deal's (2008) four leadership frames may be used at each step. • Discuss how superintendents may consolidate gains and anchor change in the district culture.	Chapts. 3-10	
9	Online Activity	***Learning Module 9:*** ***Leading Change-Implications for 21st Century Schools*** ***Given the rate of social, economic and political change in the world, discuss how school districts may create 21st century schools?*** • Discuss how learning and teaching may be configured and reconfigured to meet future challenges. • Discuss the driving and restraining forces and how superintendents may address each as part of a strategy for change and innovation.	• **Kotter** (1996, 2012): Chapts. 11 & 12 Schlechty (1997)- *Inventing Better Schools: An Action Plan for Educational Reform*	**Learning Check: Online Quiz #9**
10	Online Activity and And **Class Meeting**	***Learning Module 10:*** ***Critique of Leading Change and Innovation in School Districts*** ***Since release of A Nation at Risk (1983) the nation has experienced an unprecedented level of educational reform in both scale and duration.*** • How have schools changed? • How do they need to change • What are they keys to educational transformation?	• Beer, Eisenstat & Spector (2011, Harvard Business Review)- Why Change Programs Don't Produce Change; • **Schlechty** (1997)- Inventing Better Schools: An Action Plan for Educational Reform	**Learning Check: Online Quiz #10** **DUE: Field work-Case Studies** **DUE: Power Point Presentations**

Resources: Change, Leadership, and Self-Development

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Resources: Superintendent

Note: The UCEA Joint Program Center for the Study of the Superintendency and District Governance maintains a resource bank for scholars at:
http://www.ucea.org/research-papers-and-writings/

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