



COLLEGE OF FINE ARTS & COMMUNICATION
LAMAR UNIVERSITY™

Lamar University
Department of Deaf Studies and Deaf Education
Syllabus for DSDE 6307-01
Deaf Education Administration/Field Study
Fall 2017

Instructor : ChongMin Lee, Ph.D
Office Hours : M/W 10:10-12:10pm, and By Appointment
Office Location: Communication Building, Room #109-E
Email : chong.lee@lamar.edu
Video Phone : 409-299-4672
Class Time : S 1:00pm - 5:00pm (biweekly)
Class Location : Communication 115

CATALOG DESCRIPTION: Professional placement of the doctoral candidate in educational/administrative locations for field experience and a seminar including problem project discussion on issues of deaf education program management.

COURSE DESCRIPTION:

This course will introduce students to the principles and practices of school administration in the U.S and how these practices apply to leadership in educational administration. This course provides an overview of various theories and models of school administration as well as administrative roles and functions in education settings. The emphasis will be placed on leadership issues and current challenges in the delivery of service for deaf and hard of hearing students.

Overarching Students Learning Outcomes:

Students who successfully complete the course will be able to:

1. Develop student leadership potential
2. Discuss various theories and models that affect the organization of school administration
3. Identify leadership and management concepts and practices in educational administration
4. Discuss educational and operational challenges and issues of school administration and leadership

REQUIRED TEXTS/MATERIALS:

Rath, T. (2007). *StrengthsFinder 2.0*. New York, NY: Gallup Press.

Maxwell, J. (2008). *Leadership Gold: Lessons I've learned from a lifetime of leading*. Nashville, Tenn: Nelson Books.

Whitaker, T. (2012). *What great principals do differently: 18 things that matter most*. New York:

NY. Routledge.

Recommended Texts:

Northouse, P. G. (2016). *Leadership: Theory and practice*. Thousand Oaks, CA: SAGE

Crockett, H., Billingsley, B., & Boscardin, M. (2012). *Handbook of leadership and administration for special education*. New York, NY: Routledge.

Owens, R., & Valesky, T. (2017). *Organizational behavior in education: Leadership and school Reform* (7th ed.). New York, NY: Pearson.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

➤ **Additional reading materials will be posted on your Blackboard class.**

Topics to be covered:

1. Leadership vs. management
2. Personal assessment
3. Leadership theories/challenges
4. Professional organizations
5. Visions and goals
6. Managing operation system
7. Collaborating with key stakeholders
8. Conflict management and school leadership
9. Ethical and legal leadership

Course Requirements:

1. **Class Attendance and participation (120 points):** The course will use a seminar format. The purpose of a seminar is to provide an opportunity for a small group of students to learn together and learn from one another. The main process for this learning is discussion. It is expected that students will fully engage in critical reading of materials and participate in discussion. Please be prepared to share your thoughts, as well as to respond to those made by colleagues. Potentially controversial topics may be covered or discussed within the context of describing and critiquing research studies, so classroom discussions should be civilized and respectful, and relevant to the topics we discuss. Students should feel free to discuss topics and issues in an open and professional manner. Class participation will be graded based on a rubric created by the instructor. The rubric will be posted on BB.

Campus Sessions

1. August 26

On-line Sessions

2. September 9

3. September 23
5. October 28
7. December 9

4. October 14
6. November 11
8. December 2

2. Assignments (Total 480 points): All written assignments should use APA format.

- a. Reflective Questions (RQs, Total 120 points: 15 points each): Eight (8) times during the semester students will be expected to post an answer (s) to question(s) provided by the instructor and respond to two peer postings. Each student will be asked to respond to two other students' posts. These discussions will be facilitated using the BB discussion board. Responses should be constructive and supportive if needed. Rubric will be posted on BB.
- b. Strengths Finder 2.0 assessment (Total 40 points): Students will be asked to complete the Strengths Finder assessment online through www.strengthsfinder.com. After completing the assessment, students will submit a reflection paper that answers the questions provided by the instructor. Guidelines will be provided.
 - **Due Date: 09/21/2017 by 11pm**
- c. Talking Points Summary (Total 120 points: 20 points each): Students will complete a one to two-page talking points summary six times, based on the biweekly assigned textbooks/chapters/articles. The summary should identify an aspect of the reading material we are covering for the week or a significant learning point the student has experienced. After submitting each summary on the designated date to BB, students will bring the paper to class to facilitate classroom discussion. The guidelines will be provided on BB.
- d. Administrator Interview Paper (Total 80 points): Students will be expected to conduct an interview with a mid or upper-level administrator (for example, a dean, a director, a vice president or vice provost for higher education institutions, a vice principal, principal, or superintendent for K-12 settings) and then write up a summary of responses and reflection on what you learned from the interview. The write-up should be completed in paragraph form, not in bullet-point form. The interview questions will be posted on BB. Rubric will be provided on BB.
 - **Due Date: 11/09/2017 by 11pm**
- e. Leadership Essay (Total 120 points): Each student will be asked to craft an initial draft of a Leadership Essay the first week of class. During the semester, as students grow in their understanding of leadership and administration, the leadership essay will be reframed into its final form. Guidelines and rubric will be provided on BB.
 - **Due date: 09/16/2017 by 11pm for the initial draft essay**
 - **Due Date: 12/03/2017 by 11pm for the final essay**

- * All written assignments (except reflective questions) will be discussed in class after submission. Please bring a copy of the assignment to the designated date.

COURSE GRADING SYSTEM

Final Percentages and Corresponding Grades

90 - 100 %	=	A
80 - 89 %	=	B
70 - 79 %	=	C
60 - 69 %	=	D
Below 60	=	F

	Point value	Weight (percentages)
Attendance and Participation	120	20
Reflection Assignments	120 (8 RQs x 15)	80
Strengths Finder essay	40	
Administrator Interview	80	
Talking Points	120 (6 x 20)	
Leadership Essay		
The first draft of the essay	30	
The final format of the essay	70	
Presentation	20	
TOTAL CLASS POINTS	600 points	100%

Resources

Conference of Educational Administration of School & Programs for the Deaf

<http://www.ceasd.org/>

Administrator Portal Texas Deaf & Hard of Hearing

<http://administrators.texasdhh.net/>

Higher Education Resource hub

<http://www.higher-ed.org/orgs.htm>

American Association of Community Colleges

<http://www.aacc.nche.edu/Pages/default.aspx>

Schools and Programs for Deaf and Hard of Hearing Students in the U.S.

<https://www.gallaudet.edu/clerc-center/info-to-go/national-resources-and-directories/schools-and-programs.html>

AASA: The School Superintendents Association

<http://www.aasa.org/>

Educational Enhancement for the field of Deaf Education

<http://www.deafed.net/PageText.asp?hdnPageId=120>

Important Information: University Policies

Academic Honesty:

Students are specifically warned against all forms of cheating and plagiarism. Students seeking guidance to avoid plagiarism should consult the course instructor, recent handbooks, or the University Writing Center.

ASL teacher education and Interpreting students are expected to conduct themselves in a professional manner both in classes and in field placements. **Academic dishonesty will NOT be tolerated on tests or out-of-class assignments. Should you be found responsible for a dishonest incident, you WILL receive a grade of “F” on the assignment and/or a reduction of the grade for the course.**

Punishments are also at the discretion of the faculty member, and may be appealed to the department chair, dean, and Associate Vice President for Academic Affairs. Flagrant or repeat violations may warrant further discipline by the university including probation and suspension. Please check the Lamar University Handbook and Undergrad Catalog for policies on academic dishonesty.

Disability Statement

“Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications Building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For Students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.”

Syllabus Change: While every effort has been made to make the syllabus as complete as possible, the instructor reserves the right to make changes in the assessments, assignments, due dates, content, and test dates. If any such changes are made, students will be informed as soon as possible.

Drop/Add/Withdraw: It is the Student’s responsibility to make sure she or he is officially enrolled in this class. If, at any point, you decide to drop this class, it is your responsibility to officially drop it. Any student who stops attending class and does not officially drop the class will be given the grade they earned up to the point they stopped attending divided by the total number of points for all assignments.

Class Attendance: Attendance is mandatory! After the first absence, students missing class will receive a 50% reduction off their Class Participation/Attendance Grade. Exceptions /may be given with University approved absences and appropriate documentation. The Instructor may count a student absent if the student is engaged in any activity not related to the class (i.e., talking, texting, work for a different class, etc).

Late Assignments: Generally late assignments are not accepted. Students should discuss specific needs with the professor. All due dates for assignments will be outlined by the Instructor or found on Blackboard.

Submission of Assignments: Assignments are due on the date designated. The instructor reserves the right to decide which assignment(s) may be accepted late. If special circumstances occur, any accepted late assignments should be submitted by the following class meeting and will be penalized one letter grade.

Blackboard Assignments: The instructor reserves the right to have students upload all assignments through the Blackboard assignment area. Assignments submitted by other methods (email, hard copies, etc.) are generally not accepted. This process allows you to receive feedback more quickly. Students are encouraged to check the “My Grades” area in Blackboard to ensure that their assignments have been received and graded. If you are concerned that an assignment has not been graded, there may be a problem, so please contact your assistant professor immediately.

Classroom Disruptions: Students are expected to behave as professionals at all times. Any activity that disrupts class is not acceptable. This includes, but is not limited to, using electronic devices, chatting with friends, arriving very late, frequently entering/exiting classroom, misuse of interpreter, blatant disrespect to peers, consistently monopolizing the discussion, inappropriate behaviors, etc. If asked by the professor to leave the room; you will receive and absence for the session. If the professor asks you to leave the room and you refuse, campus security may be contacted. Please interact appropriately so this does not need to occur. Again, Lack of professionalism may influence annual evaluations and reviews by faculty. These reviews are submitted to Project Directors who determine DSDE scholarships and grants. Do not allow negative behaviors to adversely affect your scholarships!

Course Evaluations: Lamar University encourages students to evaluate the online courses they take and the instruction they receive via and contract with a national company, OnlineCourseEvaluations.com. LU faculty and administrators developed the evaluation instruments. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last day of classes. Students will be notified of the specific dates at their LAMAR e-mail addresses. If course evaluations are given during summers, mini semesters, and other compressed terms evaluation windows are extended past the last class.

Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of any student who completes a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. After the semester has ended and grades have been awarded, the professor can access the results of my course evaluations, to include all student comments. Analysis of the data and student comments and suggestions are often used to make changes in course content and delivery. The results of course evaluations are also used by chairs and deans as one factor in divisions involving merit pay, tenure, and promotion. Both the administration and teaching faculty take your input via course evaluations very seriously, and you are encouraged to participate in this process. Any questions or comments you have about the process should be addressed to Dr. Jarrod Rossi, University Assessment Coordinator, at 409-880-2385 or jarrod.rossi@lamar.edu.

Sexual Harassment: In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

Professionalism/Decorum: Professionalism and collegiality are important factors in teaching and learning. Positive interactions and support of peers is crucial to the learning process.

Email: Your [lamar.edu](mailto:yourname@lamar.edu) email address will be the official method of electronic communication for this class. You should plan on utilizing [lamar.edu](mailto:yourname@lamar.edu) for class announcements and emails from the instructor.

Academic Continuity: In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website homepage (www.lamar.edu) for instructions about continuing courses remotely.

**Emergency Procedures – the following is required:
Emergency Procedures:**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Many types of emergencies can occur on campus: instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:
<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows and doors.

Violence/Active Shooter (CADD):

- **Call:** 8-3-1-1 from a campus phone; 880-8311 from a cell phone. Note: calling 911 from either a campus phone or cell phone will contact the Beaumont City Police Dispatch rather than the LU police.
- **AVOID:** if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY:** barricade the door with desks, chairs, bookcases or other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract, and/or defend yourself and others from attack.

Academic Continuity Statement- The following is required:

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Important Dates:

August 28	First day of class for the Fall semester
September 04	Labor Day Holiday
September 05	Application for May 2017 graduation begins
September 13	12 th class day – Last day for full refund only on dropped courses (not withdraw)
September 25	20 th class day – Final non-payment purge after 5 PM
September 29	Last day drop or withdraw without academic penalty (by 5pm)
October 09	Last day for graduate students to apply/pay for December 2017 graduation
November 03	Last day drop or withdraw with academic penalty (by 5pm)

November 07
November 23-24
December 04
December 05

Last day for undergraduates to apply/pay for Dec 2016 graduation
Thanksgiving Holiday
Last MWF class day for Fall 2017 (no exams or assignments)
Final examinations begin at 5 PM for night class

Course Meetings Schedule

Meeting	Date	Topics	Assignments/Reading Due (before starting class)
Session #1	09/9 On-Line	-Overview syllabus -Personality and leadership style -What is leadership? Why is it important? -Leadership vs. Management	-Leadership Essay craft: Sept 16 by 11pm -RQ #1: Sept 11 by midnight
Session #2	9/23 On Campus	-Strengths finder by Rath -Transformation leadership and situational approach by Northouse -Organizational culture and climate by Owens & Valesky -Culturally relevant leadership by O'brien, Kuntze & Appanah (2009) LaSasson & Wilson (2000)	-RQ #2: Sep 20 by midnight -Strengths Finder Essay/Presentation: Sep 21 by 11pm -Talking Point Summary #1: Sep 21 by midnight
Session #3	10/14 On -Line	Vision and Goals, school organization/mission, curriculum -What great principals do differently by Whitaker -The leader's role in the organization -Andrews & Covell (2006) -Yuknis, Santini, & Appanah (2017)	-RQ #3: Oct 11 by midnight -Talking Point summary #2: Oct 12 by midnight
Session #4	10/28 On Campus	Instructional and strategic leadership: teaching and learning Guest Speaker -Dufour (2004) -Smith & Allman (2010) -Millett (2009)	-RQ#4: Oct 25 by midnight -Talking Point Summary #3: Oct 26 by midnight
Session #5	11/11 On-Line	Community interests and needs -tell ma about../An experience that gave you insight into diversity -Frontier & Richkabaugh (2014) -cochlear implants and sign language: perspectives in the deaf community -Deaf community support for families	-RQ#5: Nov 8 by midnight -Talking Point Summary #4: Nov 9 th by midnight -Administrator Interview paper/Presentation: Nov 9 by 11pm

Session #6	11/ On-Line	Managing operational system -Maxwell (2008) Conflict management and school leadership	-RQ#6: Nov 17 by midnight -Talking Point Summary #5: Nov th by midnight
Session #7	12/2 On-Line	Collaborating with school and community -Fullan (2002) -Southern Regional Education Board -CEASD/CEC -NAD -RID -Educational Services for Deaf and Hard of hearing children IDEA partnerships A report to stakeholders(2016)	-RQ#7: Nov 29 by midnight -Talking Point Summary #6: Nov 30 by midnight
Session #8	12/9 On Campus	Ethical and Legal leadership -legal and ethical issues of inclusion -Wrightslaw -Special education law	-RQ#8: Dec 6 by midnight -Final version of the leadership essay paper: Dec 3 rd by 11pm -PPT for presentation: Dec 6 th by 11pm