

# Syllabus

## SCHOOL OF EDUCATION AND LEADERSHIP

### EEA 601: EDUCATIONAL LEADERSHIP PORTFOLIO, PRESENTATION, AND ACTION RESEARCH

3 Credits  
Effective: January 2010

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

# EEA 601: PORTFOLIO, PRESENTATION, AND ACTION RESEARCH

## FACULTY

Faculty Name:

Contact Information:

## COURSE DESCRIPTION

The portfolio provides quality evidence for a specific level of competency in relationship to the program standards and is a purposeful collection of resources and documents, including action research, that records academic learning, professional development, and career accomplishments. The portfolio and its successful presentation fulfill the capstone requirement for the M.Ed. in Leadership.

## COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## CITYU LEARNING GOALS

The following City University Learning Goals are supported by this course:

- Professional Competency and Professional Identity;
- Strong communication and Interpersonal Skills
- Critical Thinking

## PROGRAM CONTEXT

EEA 601 is the culminating project for the M ED degree in educational leadership.

This course supports the program outcomes:

- Demonstrates visionary and strategic leadership
- Manages instructional supervision processes
- Ensures a school environment conducive to student learning
- Facilitates collaborative partnerships

- Exhibits leadership integrity
- Influences political and social environments
- Develops leadership capacity

## COURSE OUTCOMES

In this course, learners will demonstrate the program outcomes through an electronic degree portfolio, presentation and action research project.

## OVERVIEW OF COURSE GRADING

Grading is Pass/No Pass: Students must earn a 3.0 or higher on every assignment.

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Portfolio	50
Action Research	30
Presentation	20
TOTAL	100%

## SPECIFICS OF COURSE ASSIGNMENTS

Your instructor will provide grading rubrics that provide more detail regarding the grading of this assignment.

### Portfolio

The EEA 601 Portfolio is required for the M.Ed. degree in Educational Leadership. The portfolio demonstrates the student's competency in relationship to program and professional standards as a leader in the student's current employed role. The ePortfolio is a record of academic learning, professional development, and career accomplishments. It is a purposeful collection of resources and documents that shows growth and achievement.

- Log: The log is a record of the events and hours that were devoted to administrative activities. In EEA 521, the student completed 20+ hours of administrative activities and learned how to complete the portfolio. In EEA 516, 30+ hours were added and the portfolio was updated. In 601, 40+ hours are added and the portfolio updated again for a total of 90+ hours.
- Reflections: On a weekly basis, the student will reflect about what happened during the activities and on what they learned from these experiences.
- Assessment: The assessment is a joint effort of the student, their supervisor and their field supervisor and the assessment includes checking off past and present experiences and achievements as well as ratings as to how well the student is meeting the leadership standards.
- Evidence Pages: The evidence pages are a summary of the activities, how well the student is meeting the standards, and the student's goals for the future or their "Professional Growth Plan." Supporting the evidence pages are hyperlinked artifacts (i.e., resume, awards, appraisals, publications, PowerPoint presentations).

<i>Components</i>	<i>% of Grade</i>
Knowledge and Skills Acquisition	25%
Problem Solving	25%
Vision/Reflection	25%
Organization and Work Samples	25%
<b>TOTAL</b>	<b>100%</b>

### Action Research

Building on the work in EEA 512 Academic Inquiry and Action Research, the student conducts the final phase of the EEA 512 action research proposal: collect data and articulate a final analysis of the study. Or, the student may choose to develop a brand new “Action Research Proposal” that includes the definition of the problem, the review of literature, and the intervention and methodology.

<i>Components</i>	<i>% of Grade</i>
Requirements	20%
Content	20%
Key Topic Support	20%
Writing Mechanics	20%
References	20%
Organization	
<b>TOTAL</b>	<b>100%</b>

### Presentation

- A. After completing a minimum of 90 hours of administrative experiences and producing an updated portfolio, the student shares leadership experiences in a 10-15 minute presentation. There are three key questions to be addressed:
1. What have you learned that you will use in the future?
  2. What do you currently see as your strengths and areas for continued growth?
  3. What are your professional goals for the next one, two, three and five years?
- B. The student will also briefly summarize their action research.

<i>Components</i>	<i>% of Grade</i>
Content	50%
Communication	50%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

### **Late Assignments**

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

## **Participation**

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

## **Professional Writing**

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

## **End of Course Evaluation (EOCE)**

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking

are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## SUPPORT SERVICES

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.