Wayne State University
College of Education

Division: Administrative and Organizational Studies
3 South Education
5425 Gullen Mall
Detroit, MI 48202-3489

Program Area: General Administration and Supervision

Course: Supervision
EDA 8630-001-12326
Fall, 2013
4 credits

Location: 323 State Hall
Day/Time: Thursdays, 5:00 – 8:40 p.m.

Professor: Dr. Matt Outlaw
Phone: 313-595-5729
Email: moutlaw92@yahoo.com
Matt.outlaw@gpschools.org

Blackboard Course Ref # TBA

COURSE DESCRIPTION AND OVERVIEW

This course addresses “basic issues in motivation, job satisfaction, and goal attainment in educational and human service organizations. Establishing productive supervisor/staff relations. Monitoring employee performance.” (WSU Graduate Bulletin, 2006-08)

The purpose of this course is to help students gain knowledge and skills that enable them to effectively supervise employees in educational and human service settings. The course will focus on four major areas:

- Knowledge for supervision, including areas such as adult and teacher development within the context of the school and research on effective teaching.
- Interpersonal skills related to supervision with an emphasis on the use of developmental supervision. Examples of topics addressed in this area include the supervisory behavior continuum, the theory of developmental supervision, use of
directive control and informational behaviors, use of collaborative strategies, and use of non-directive behaviors.

- **Technical skill development** in areas such as assessing and planning, observational techniques, and research and evaluation skills.
- **Personal skill building with an emphasis on developing communication skills for addressing interpersonal relationship issues in the workplace.**

EDA 8630 is intended for experienced human service agency/school personnel who are knowledgeable in organizational structure, content area(s) and procedures. Students who do not have background knowledge and experience in these areas may experience difficulty in the completion of course assignments.

**COURSE OBJECTIVES**

1. Develop an awareness of the historical approaches/situations that complicate the supervisory role, purposes, philosophy, and issues relating to supervision for the new millennium in the educational and/or human service organization workplace.
2. Identify and analyze power, locus of control, demographics, federal and state mandates and politics surrounding supervisory and staff relations for your subject area(s).
3. Analyze situations, review cases and role play various behavioral approaches for use within the educational and human service workplace involving work groups, empowerment, motivation, staff restructuring, assessment, and performance evaluation.
4. Identify and analyze concepts of coaching, mentoring, and technical skills associated with the tasks of training new staff for the millennium in the changing educational and/or human service organization workplaces.
5. Review recent learning, instructional and curricular theories, and current issues regarding federal mandates, state content reform, human performance evaluation, and integration of new technologies. Discuss procedures for collaboration and infusing relevant research findings in work-varied clients including students, staff, parents, and community.
6. Identify and develop your own personal philosophy, style and skills as a supervisor.

**REQUIRED TEXT**


**COURSE REQUIREMENTS**
1. **Active class participation (20 points).** Attending all sessions of this class is extremely important as the majority of meaningful discussion will take place in this classroom setting. Students are expected to prepare for and productively contribute to class discussions and activities. A schedule of topics and required reading is provided in the course outline below. Additional readings may be assigned in class.

2. **Contemporary issues in leadership and/or supervision (10 points) –** Each week, the course will begin with students presenting and discussing contemporary issues in leadership and/or supervision. Students will choose one of the following pathways to complete these assignments:
   a. *Option 1:* Article highlighting a contemporary issue or event related to supervision or leadership
   b. *Option 2:* A quote or historical story on leadership or supervision that connects with your development as a leader/supervisor.

   *Students will summarize the article or story, identify essential learning from the article and lead a short discussion with their classmates. Each student will do two (5 points each) according to the schedule provided.*

3. **Participation in a Blackboard Discussion Forum will be a part of this course. Details will provided prior to certain weeks (10 points)**

4. **Interviews and summaries (20 points):** Students will develop questions to be asked in an interview and then identify 2 different people to interview related to topics in administration. Below are the two interviews that students will conduct. A 1-2 page reflection will be submitted for each interview:
   a. *Interview #1:* Person being supervised (Week of 10/3…due by 10/11)
   b. *Interview #2:* Supervisor (Week of 11/14…due by 11/21)

5. **Supervision in Practice (20 points).** Students will choose a current issue effecting schools today from a list provided. Using course themes and lessons, students will develop a hypothetical presentation that they will use to begin the process of implementing the chosen change to a group that they may supervise. The presentations will be 10-15 minutes and will be presented during the weeks of 11/21 and 12/5.

6. **Final Paper: Personal Supervision Philosophy Statement. (20 points).** Students will identify key knowledge and skill areas for effective supervision and assess their strengths and areas for development according to each of the identified knowledge and skill areas. They will set specific short and long-term goals for continued growth in supervision. Detailed instructions will be provided by the instructor during the 11/7 class session. The paper length should be no less than 3 pages and no more than 5 pages.
GRADING

A = 93-100  
A- = 90-92
B+ = 87-89  
B = 83-86  
B- = 80-82
C+ = 77-79  
C = 73-76  
C- = 70-72

Incomplete Grade: If a student wishes to request an incomplete grade, a signed request with reasons that the incomplete is being requested must be given to the instructor. Upon the instructor's acceptance of the request, a proposed contract specifying how the incomplete will be completed must be submitted to the instructor.

CLASS POLICIES

1. All policies as outlined in the current WSU Graduate Bulletin will be followed. It is the responsibility of the student to be familiar with these policies.

2. Policies of particular note are provided below:
   a. To all students regarding academic dishonesty and plagiarism. The College of Education has a ‘zero tolerance’ approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University Undergraduate Bulletin, the Undergraduate Student Handbook and the Student Due Process Policy. It is each student’s responsibility to read these documents to be aware which actions are defined as academic dishonesty. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help from the instructor if it is needed, and to make smart decisions about their academic work.
   b. Withdrawal Policy
      - Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
        o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
        o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
        o WN will be awarded if no materials have been submitted, and so there is no basis for a grade
      - Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

Students are sent two communications each semester regarding course withdrawals and deadlines for withdrawing. The medical withdrawal process can be initiated for up to three months following the end of a term, and is not impacted by this change in withdrawal deadline. Exceptions for other reasons
would be considered only when circumstances beyond a student’s control affect ability to complete course requirements, and occur after the end of the withdrawal period and prior to the beginning of the final examination period. In no case will a late withdrawal be approved after a student has taken the final exam, or received a final grade in the class. The appropriate remedy for a poor grade is normally to repeat the course. If questions exist about exceptions for course withdrawal after the deadline, please consult with the Office of the Registrar prior to advising a student to seek an exception.

Adding Classes

Students may add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

c. Religious Observance Policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

d. Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

e. Technology access:
Please note that there are on-line class sessions and assignments included in this course. As educators and supervisors, your competencies and knowledge base include the use and integration of technology. The university assigns an access code for every student enrolled at WSU as part of the tuition and fees you pay. The Adamany Undergraduate Library (AUGL) has more than 100 computer stations with free access to computers 24 hours/day. If you live outside the southeastern Michigan or in Canada, the C & IT Help-line will provide you with appropriate dial-in access numbers. The Internet Toolkit is available free of charge from the C & IT Help Desk located in the AUGL. In addition to the media and technology services offered by university libraries, the College of Education has computer laboratories for student use in room 144 of the Education Building.

3. All written work must:
   b. Be print or computer generated work using a 12 point font size for print material, 28-36 point font for slides or transparencies. Be sure to use a clear dark cartridge or laser printer.
   c. Use page numbers on all documents

**Academic Dishonesty**
No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should read the Undergraduate and Undergraduate Bulletins found at http://www.bulletins.wayne.edu/. The Student Due Process Policy at http://students.slis.wayne.edu/policies/index.php and any other formal documents that are created for students at WSU found through www.wayne.edu. You will be asked to sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

**WSU Plagiarism Policy:** Plagiarism includes copying material (more than 5 consecutive words) from outside texts or presenting outside information as if it were your own or by not crediting authors through citations. (APA cites require author, year, and page number for direct quotes in quotation marks and for paraphrases with no quotation marks.) It can be deliberate or unintended. If in doubt about the use of a source, cite it. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. Students caught plagiarizing information from other sources will receive a failing grade in the course. To enforce this policy, all outside references must be submitted with assignments. [Check out web resources related to plagiarism to learn more. For instance a good plagiarism definition can be found at: http://www.suite101.com/content/a-definition-for-plagiarism-a10232; and paraphrasing examples good and bad at http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm.](http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm)
Anti-Discrimination and Harassment Policies
Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship. *Source: WSU’s Mission Statement* (http://www.wayne.edu/MissionStatement.htm).

Professional Behavior (*Required for only SCP Syllabi*)
Consistent with NASP's goals, and as outlined in the SCP program's portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will be noted in your portfolio reviews and typically require intervention by the department faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

The Writing Center
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).

**PROJECTED TOPIC AND REQUIRED ASSIGNMENT SCHEDULE**

An overview of major topics and readings from the text is provided below. Supplemental readings and activities may be assigned (either on-line or in class) in addition to those noted below. Changes may also be made in the scheduling of topics or session format (e.g. on-line or in-person). In the event of a closure of Wayne State University, please check the class BlackBoard site for information about alternative class arrangements. **Please check the class BlackBoard site and your WSU email regularly for important class updates.** This topic outline is a guide and will probably be amended as the course progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Details</th>
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<tbody>
<tr>
<td>8/29/13</td>
<td>Introductions and Overview of the course</td>
<td>Leadership vs. Management vs. Supervision</td>
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<tr>
<td></td>
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<td>Reading for 9/5: <em>Speed of Trust</em> 1-58</td>
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<tr>
<td>9/5/13</td>
<td>Fundamentals of Supervision – Motivation &amp; Job Satisfaction – Trust</td>
<td>Reading for 9/12: <em>Speed of Trust</em> 59-90</td>
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<td>9/12/13</td>
<td>Personal Credibility: Integrity &amp; Intent – Types of Leadership</td>
<td>Reading for 9/19: <em>Speed of Trust</em> 91-124 &amp; <em>Multipliers</em> 1-30</td>
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<td>9/19/13</td>
<td>Personal Credibility: Capabilities and Results – Multipliers vs. Diminishers – Professional Development</td>
<td>Reading for 9/26: <em>Speed of Trust</em> 127-135 (+TBA) &amp; <em>Multipliers</em> 33-64</td>
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<td>9/26/13</td>
<td>Relationship Trust – 13 Behaviors – Becoming a Talent Managers – Team Building</td>
<td>Reading for 10/11: <em>Speed of Trust (TBA)</em> &amp; <em>Multipliers</em> 65-95</td>
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<tr>
<td>10/3/13</td>
<td>Field Research – Interview #1</td>
<td><em>Interview #1 reflection due: 10/11</em></td>
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<td>10/11/13</td>
<td>Relationship Trust – 13 Behaviors cont. – Becoming a Liberator – Delegation – Budget supervision and leadership</td>
<td>Reading for 10/17: <em>Multipliers</em> 97-131 +TBA</td>
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<td>10/17/13</td>
<td>Becoming a challenger – Problem-solving – Teacher Evaluation</td>
<td>Reading for 10/24: <em>Multipliers</em> 133-158 + TBA</td>
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<td><strong>Topics chosen for Supervision in Practice activity</strong></td>
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<td>10/24/13</td>
<td>Becoming a debate-maker – Decision-making – Addressing ineffective employees</td>
<td>Reading for 10/31: <em>Multipliers</em> 159-193 + TBA</td>
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<td>10/31/13</td>
<td>Becoming an investor – Goal Setting – Accountability – Instructional Improvement</td>
<td>Reading for 11/7: TBA</td>
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| 11/7/13  | Multipliers vs. Diminishers – School Improvement  
          | **Final paper assignment distributed**                                                       |
| 11/14/13 | Field Research – Interview #2  
          | **Interview #2 reflection due: 11/21**                                                      |
| 11/21/13 | Supervision in Practice Part 1 – Other topics TBA                                           |
| 11/28/13 | No Class – WSU Thanksgiving Break                                                             |
| 12/5/13  | Supervision in Practice Part 2 – Summary of course themes                                    |
| 12/12/13 | **Final Papers Due**                                                                         |