

**WESTERN KENTUCKY UNIVERSITY  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,  
LEADERSHIP AND RESEARCH**

**EDAD 585  
FUNDAMENTALS OF SCHOOL ADMINISTRATION**

**COURSE SYLLABUS**

**Spring 2012  
Web**

Dr. Michael L. Putnam  
Associate Professor  
GRH 3079  
Office (270) 745-4271  
Office Hours:  
Wednesday – 10:00AM to 3:00PM  
Thursday – 10:30AM to 4:30PM

**PRE-REQUISITES:**

None

**CATALOG DESCRIPTION:**

EDAD 585: Organization and administration of American schools. Principles of effective leadership and the roles and responsibilities of administrative supervisory positions.

**ADDITIONAL COURSE INFORMATION:**

EDAD 585 is a survey course. It is an introduction to the theory of administration which entails a broad spectrum inclusive of, but not limited to, the ethics of administrative management, assessment and accountability, political and cultural aspects of administration, and finance.

**PURPOSE:**

The purpose of this course is to provide a general knowledge about the critical foundations of leadership in educational administration. Leadership patterns and strategies are examined in ways to provide a clear understanding of methods used to build a cohesive and successful school or district setting.

Candidates completing the course will have a knowledge based upon the six ISLLC Standards. These educational leaders will be able to lead their students through the following Course Outcomes.

**COURSE OUTCOMES:**

1. Students will be able to identify the critical foundations of leadership in organizational settings.
2. Students will be able to describe leadership behavior patterns and strategies to gain an understanding of nurturing a school culture which supports student success and staff professional growth.
3. Students will be able to explain, describe and manage the different resources needed to promote a successful school.
4. Students will be able to explain the necessity of community collaboration and how cultural aspects, political and historical decisions, and philosophical beliefs in communities impact schools and education.
5. Students will be able to describe principles of ethics, democracy, diversity, and equity.
6. The student will be able to describe the impact which external factors, such as emerging education trends, legal issues, and cultural diversity, have on influencing the success of a school.

**INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC):**

The following standards will be introduced in the class:

1, 2, 3, 4, 5, and 6.

**REQUIRED TEXTS**

Lunenburg, F.C. & Ornstein, A. C. (2012). *Educational administration concepts and practices*, 6<sup>th</sup> ed. Thomson Wadsworth: Belmont, CA. ISBN 1111301247.

Blankstein, A.M. (2010). *Failure is not an option: six principles for making student success the only option*. Thousand Oaks, CA: Corwin Press ISBN 9781412979234.

**RECOMMENDED TEXT:**

American Psychological Association (2009). *Publication manual of the American Psychological Association*, 6<sup>th</sup> ed. Washington, DC: Author ISBN 1433805618.

**COURSE ORGANIZATION AND EXPECTATIONS:**

Given the belief that adult learners have determined and accept the responsibility for choosing and committing their time and resources to the furthering of their education, this class is built on the premise that we are a community of scholars. Each learner has his or her individual right and responsibility of membership. Differing viewpoints, suggestions, and opinions are not only tolerated but also encouraged.

**COURSE REQUIREMENTS:**

The student will complete all required readings, all written assignments (Critical Performance, articles, and reflections), all in-class activities and assignments, and will be an active participant in class discussions. Class attendance is required.

**TEACHING METHODS:**

Adult learners can anticipate active engagement through class discussions, group and individual work, written assignments, projects, readings, and written evaluations. BlackBoard will be the primary delivery of course objectives and submission of student work.

**ASSIGNMENT PROCEDURES:**

As a graduate student, all communication should be expressed in a logical manner. Unless instructed otherwise, in accordance with the policies of the Department of Educational Administration, Leadership, and Research, APA (6<sup>th</sup> ed.) will be used for all papers and written assignments. Written materials should be word-processed in 12-point font, Times New Roman, double spaced with 1.0" left/right margins and 1.0" top/bottom margins. Only headings, titles, etc, are to be in bold print. Papers should be presented in narrative format, and bullets/tables are not to be used unless pre-approved by the instructor. All materials should be proofed for accuracy before submission. Oral communications should be clear and grammatically correct.

Assignments will be submitted electronically in BlackBoard as instructed by the professor. All electronic submissions are to be submitted as a Microsoft Word document.

Any materials submitted in a non-digital format must be retrieved no later than the 30<sup>th</sup> calendar day of the subsequent academic semester, or they will be destroyed.

**COURSE EVALUATION**

Grading and assessment will be based on the evaluation of student work. Students will be scored on participation, submission of written papers and exams, presentations, and attendance.

If the student submits a paper which does not meet the criteria for a least a "C," the student will be given the opportunity to revise and resubmit their paper (Exception: exams and presentations). No grade higher than a "C" may be earned for a resubmitted paper.

**Exams** (Total of 40 points)

The Midterm exam will be worth a total of 20 points. The midterm exam will cover lectures, readings, and other materials as specified prior. The central theme of the exam will be theoretical leadership knowledge. The exam may include multiple choice items, matching, lists, and short answer.

The Final exam is worth 20 points. The final exam will cover all course materials. The primary focus will be on application of the course knowledge based on the ISLLC Standards. Exam questions may be in the form of multiple choice, matching, lists, short answer, and essay.

The instructor reserves the right to determine whether the student will be allowed to make up a missed exam.

**Reflections** (Total of 24 points)

Write eight reflections (3 points each) summarizing your findings and conclusions with respect to

the reading materials assigned for that class session. You are to write a two page paper (maximum) using the American Psychological Association (6<sup>th</sup> edition) as your guide for writing and format. The two pages are counted as the body of the paper only. The title page, reference page, and ancillary pages are not to be counted as part of the body of the paper.

### **Leadership Paper (20 points)**

A Leadership Paper will be required. The student will select a function from one ISLLC Standard and discuss the knowledge, dispositions, and performance indicators an administrator must possess to effectively lead a school. This will be a five page paper (maximum) written in APA (6<sup>th</sup> edition) format. The information in the Leadership Paper should be supported by scholarly research and research-based perspectives. Again, the title page, reference pages, and ancillary pages are not counted as a portion of the body of the paper.

### **Group Presentation (6 points)**

The class will be divided into respective groups. Each group will submit a PowerPoint presentation. These presentations will be guided by specific topics assigned to them from the text *Why Failure Is Not an Option*.

### **Participation (10 points)**

Each student will be expected to participate in class discussions, on in-class projects, and with homework assignments. One such assignment will be a tutorial on plagiarism. Before receiving a grade in this course, students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules - <http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing> or Indiana University's Plagiarism and Academic Integrity - <http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm> Although not individually graded, the certificate of completion is a requirement of the course.

### **GRADING SCALE**

A	90 – 100 points
B	80 – 89 points
C	70 – 79 points
D	60 – 69 points
F	0 – 59 points

### **ATTENDANCE**

Each student will be expected to be in attendance and have completed all assigned materials for the class. Failure to attend will adversely affect a student's final grade. The professor will decide what consequences are necessary for absences on an individual basis.

There are times when personal or professional conflicts with scheduled class meetings arise. If possible, contact the professor prior to the absence. If an emergency arises, contact the professor as soon as the situation permits thereafter. It is the student's responsibility to secure the materials for an absence.

**PARTICIPATION:**

Regular participation is essential for success.

**ACADEMIC DISHONESTY/PLAGIARISM**

Plagiarism is a serious offense. All academic work must be the student's own creation. All material garnered from research must be cited correctly to give credit to the appropriate author(s). Lifting content directly from a source without proper citation is a flagrant act of plagiarism and academic dishonesty. Student work will be subject to a review by plagiarism detection software. Any student who commits an act of plagiarism will receive a failing grade for that course work, any other form of academic dishonesty may also lead to a failing grade for the course without the possibility of withdrawal from the course, and the student shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action.

**TECHNOLOGY**

There are technological requirements for the course. Students will be expected to utilize their WKU e-mail and Blackboard for course communications and submission of the Leadership Paper and Group Presentation. Also, due to the sometimes temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. Sometimes, the student may have to access the student's school computer if their home computer has connection problems.

**STATEMENT OF DIVERSITY:**

The Department of Educational Administration, Leadership, and Research believe issues of Diversity are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**STUDENTS WITH DISABILITIES**

It is the responsibility of any student who requires accommodations due to a disability to contact the Office for Student Disability Services in DUC A-200 in the Student Success Center in the Downing University Center (270) 745-5004.

**SAFETY AND EVACUATION:**

The procedures for student evacuation and safety as they pertain to the visiting of the main campus will be addressed in the first class folder. Students will familiarize themselves with these procedures in regards to the location of their class.

**E-MAILS**

The instructor will not correspond with a student about issues concerning grades; instructions for improving written work; and etc.; unless given express written consent by the student. However,

BlackBoard will be used to post grades.

### **FLEXIBILITY CLAUSE**

The aforementioned requirements, assignments, policies, evaluation procedures, and etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

### **Course Dates, Topics, and Readings**

Spring Classes Begin  
January 23, 2012

Final Exam Week  
May 7 -11, 2012

### **Required Readings:**

Lunenburg, F.C. & Ornstein, A. C. (2012). *Educational administration concepts and practices*, 6<sup>th</sup> ed. Thomson Wadsworth: Belmont, CA. ISBN 1111301247.  
Chapters 1, 2, 3, 4, 5, 6, 7, 11, 12, and 15

Blankstein, A.M. (2010). *Failure is not an option: six principles for making student success the only option*. Thousand Oaks, CA: Corwin Press ISBN 9781412979234.  
Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

All handouts

All other readings as assigned

### **Topics:**

- Administrative theory
- Organizational structure, culture, and change
- Leadership and leading change
- Decision-making
- Communicating
- School finance
- Legal considerations
- Human resources