PLEASE NOTE: All information pertaining to this course at this website, including course policies, is subject to change up until the first day of the current semester. Be sure to check the “last modified date” at the bottom of the webpage for currency of information.

Christopher R. Wagner, Ph.D.
christopher.wagner@wku.edu

Office Address: 424D Tate C. Page Hall
WKU #41031,
1906 College Heights Blvd.
Bowling Green, KY 42105-1036
Office: 270.745.4890
FAX: 270.745.5445

Office Hours: Please contact me by email to arrange an appointment. The quickest way to reach me is electronically and I am usually able to respond within 24-hours of your inquiry.
General hours are from 10:00 AM. – 4:00 PM. daily.

PREREQUISITES:
Awareness of Technology Systems
Knowledge of technology applications
Knowledge of data sources in schools
Knowledge of data analysis skills


COURSE CONTENT DISCIPLINE: Educational Administration

CREDIT HOURS: 3 Graduate Credits

PURPOSE: The content of this course provides a fundamental knowledge of educational administration. What is essential about effective school leaders is that they possess a clear understanding of the roles and responsibilities required to successfully lead in a school or school district setting. The major focus of the course is for the student to gain knowledge about the fundamentals of educational administration as it relates to the six ISLLC Standards.

COURSE DESCRIPTION: This is a survey course which means that it presents an overview of educational administration from a knowledge base rather than an application or practiced
The performance base. The course is divided into four parts: (1) Fundamental Principles and Concepts, (2) Administrative Processes, (3) The Structural Framework for Education, and (4) Administration of Programs and Services.

**COURSE OUTCOMES:**

1. Students will be able to identify major theories of educational administration and the primary contributor(s) associated with each theory, particularly as they relate to ethical, collaborative, culture building, and visionary behaviors and their role in instructional leadership, and building management;
2. Students will be able to describe functions and processes of systems theory, change, planning, and improvement driven by evaluation, assessment, and accountability;
3. Students will be able to compare and contrast historical, political, philosophical and cultural aspects of education;
4. Students will be able to identify internal and external factors including funding and community support of local schools; and,
5. Students will be able to identify a variety of educational and social programs provided by schools.


**ADA STATEMENT:** If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations (academic adjustments and/or auxiliary aids of services) for this course must contact the Office for Student Disability Services Room 101 Garrett Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the OFSDS.

**STATEMENT OF DIVERSITY:** The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the 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.

**PLAGIARISM:** Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.
ATTENDANCE AND PARTICIPATION: Regular classroom and online participation are important. Students are expected to check the BLACKBOARD daily. Make-ups may be assigned by the instructor and, if assigned, must be submitted by the last class meeting of the course for make-up credit to be given. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Students are expected to have read all assignments prior to discussion on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are essential for your success. Anticipated lapses should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. I notice when you are not on-line.

TECHNOLOGY REQUIREMENTS: As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s home computer; a contingency plan may be to access from the student’s school computer.

INSTRUCTIONAL STRATEGIES: As an online course, you have greater flexibility in terms of selecting your own time to work on the course BUT DEADLINES ARE IMPORTANT. Please check and re-check all due dates.

We are all well aware of the kind of surveys offered on TV, the internet, or talk radio. They select some current issue and take a poll based on the respondents’ ideas, thoughts, feelings, or opinions. This may be fine for entertainment but it is not scientific and can be very misleading. I mention this because, I do want you to express yourself on the Discussion Board based on your readings from the text and/or other sources. The danger is that we want to share our wisdom rather than our ignorance. Be careful to back up your comments with fact or by quoting other sources to support your position. If you then want to provide an “opinion” that will be fine.

By this time in your career, you are probably tired of the “new and improved educational program of the year” or “flavor of the month professional development.” Many of these programs are pitched by excellent salespeople and purchased by school leaders more interested in chasing shiny objects than they are with being better consumers of research-based educational applications. Understanding this is part of the silent curriculum in our coursework. Again I say, be careful to back up your words and don’t be surprised if I press you on your sources. We do not write things down on the Discussion Board just to achieve an entry for the day!
ASSIGNMENTS: As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed carefully; all materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated.

Students’ scores for each assignment will be posted to BLACKBOARD – additional feedback is available per requests. The instructor is not allowed by law to reply in any detail using email, unless permission is given via the student’s written signature (this is to protect the student’s privacy as email is not a private form of communication). The student may read, print, sign, and send a statement such as: “I give my consent to the instructor to discuss my course grades with me via email. OR I prefer the following method for discussion of my grades (a phone call or I will pick up documents).” The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.

Students are expected to be active web participants as the quality of the course is contingent upon dialogue and collaboration. Due dates are explicit and assignments submitted late will be penalized.

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

FINAL EXAMINATION: There is no final exam but there are several final products including a JOURNAL and a CASE STUDY.
DISCUSSION BOARD ASSIGNMENTS
(Posting is due by midnight on the listed date.)

WL = Maximum Word Limit for this item.

February 02  No posting due

February 09  Post your introduction. Who are you? What do you do? Where do you work? Do you want to share any other information? (WL = 100)

February 16  As you teach your classes, do you consider yourself a transformational or transactional leader to your students? (WL = 300)

February 23  The authors of the text state (page 28) “We can see how organization and administrative theory have evolved from a concern for efficiency and the basic principles of management to an emphasis on human and psychological factors, to social systems and contingency theory, and finally, to a concern for school improvement, democratic community, social justice, and postmodernism.” How are statewide assessment mandates and NCLB requirements reflected in this “evolution”? (WL = 500)

March 02  PRO/CON Debate on Training School Administrators; your ideas please (and don’t be “wishy-washy”). (WL = 500)

March 09  Max Weber’s characteristics apply to many organizations today. Which elements of his characteristics apply to schools? Are there any that SHOULD apply but do not? (WL = 200)

March 16  What is the “Participatory Model” and how is it applied in KY public schools? What are its advantages and disadvantages in the manner in which it is applied in KY? (WL = 300)

March 23  A short discussion of school culture leads us to Sergiovanni’s concept of moral leadership and the four stages of “value-added” leadership. Please provide a short story that is representative of a leader you know as they used one or more of these behaviors? Example: A leader I know made a deal with the teachers that they would have a duty free lunch if they supervised one season of athletic events. (WL = 400)

March 30  (Two parts) What leads to highly motivated teachers? What leads to burned-out, cynical teachers? How does leadership promote or inhibit motivation. Please summarize your take on the Motivation-Hygiene
April 06  Please characterize the types of communication styles where you are at your best. Why? Look at “Administrative Advice” on page 191 for guidance. (WL = 200)

April 13  What are the major functions of the KY State Board of Education? What are the major functions of the KY State Department of Education? What are the major functions of the KY Commissioner of Education? What are the major functions of the KY Education Professional Standards Board? (Check [www.kyepsb.net](http://www.kyepsb.net) for more information) (WL = 800)

April 20  Please read and re-read pages 308 – 320. Explain how the school leader, the principal, is the key to shaping the school’s culture? What are the responsibilities of the teachers in this effort? (WL = 400)

April 27  Quote: “The reason our schools are going to hell in a hand basket is because of the lack of prayer and our kids’ ability to express their faith.” Is this an accurate assessment of the public schools? What are the legal ramifications of church-state relations as they apply to schools? (WL = 400)

May 04  What approach to curriculum do most administrators adopt? Why? (WL= 300)

May 11  Among lessons learned from past educational change efforts, please select and discuss one or two of the most important in your opinion. (WL = 300)

Please see rubric below for directions and due dates for the Four Part Portfolio.
FOUR PART PORTFOLIO RUBRIC

The physical characteristics of the Four Part Portfolio require a one to two inch, three-ring binder with a clear cover pocket for the purpose of inserting a creative, printed cover. (Please see example of the cover page in the Assignments section. Please add color, graphics, quotes, etc.) The interior of the journal shall begin with a Table of Contents and contain individual pages of exhibits in plastic sheet protectors.

There are four parts to the Portfolio, each representing the parts of the text. The primary purpose of the Portfolio is to encourage the merging of theory and practice. Each of the four parts will have two Sections: Read and React and Plan and Practice. Parts and Sections can be found in the Assignments section.

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<tr>
<th>Four Part Journal</th>
<th>BEGINNING (1)</th>
<th>DEVELOPING (2)</th>
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<td>Some formatting requirements are met with respect to size and professional presentation. Organization follows most of the stated directions in syllabus.</td>
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| **Response to Parts and Sections** | Not all Sections are addressed. Student draws mostly on personal experience. | Every Section is addressed. Student draws mostly on personal experience. | Every Section is addressed. Student draws mostly on personal experience and the text. | Every Section is addressed. Student draws on personal experience as well as information from the text and in the literature. |

| **Attribution** | Text resources are used to support responses. Citations are not listed in APA style | Text and many (10) other resources are used to support responses All citations are listed in APA style | Text and many (15) other resources are used to support responses All citations are listed in APA style | Text and many (20) other resources are used to support responses All citations are listed in APA style |
| Due Date | Four Part Portfolio is submitted and received by the Department of Educational Administration, Leadership, and Research by 4:00 PM. on May 7, 2009. | Four Part Portfolio is submitted and received by the Department of Educational Administration, Leadership, and Research by 4:00 PM. on May 6, 2009. | Four Part Portfolio is submitted and received by the Department of Educational Administration, Leadership, and Research on or before 4:00 PM. on May 5, 2009. | Four Part Portfolio is submitted and received by the Department of Educational Administration, Leadership, and Research on or before 4:00 PM. on May 4, 2009. |