

University of South Dakota
Division of Educational Administration

EDAD 701 – Introduction to Educational Administration

Fall online course- 2009

Instructor: Marcia Morrison, Ed.D., Professor	Class Days: Modules start on Wednesday and end on Tuesday
Office: Delzell Education Center, Room 214B	Class Hours: To Be Determined by Student
Telephones: 605-677-5800 (Office)	Meeting Place: http://webct.usd.edu
E-Mail Address: mmorriso@usd.edu	Office Hours: Wed. 1-3; Thurs. 9-3

I. Course Description

EDAD 701--Introduction to Educational Administration: An introduction to (1) the organization, administration, and control of public education; and (2) the profession of educational administration, including task, process, and activity analysis.

II. Rationale

The USD Reflective Decision Making model for preparing educators provides the framework supporting the School of Education professional programs. Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge. Introduction to Educational Administration is a graduate course designed to introduce students to the administration of American education and its background. While taught from the perspective of general administrative practices, it is intended to introduce prospective school leaders to the field of administration. The principles, processes, and problems of educational administration are investigated and a variety of administrative responsibilities are examined. The relationship of local, state, and federal agencies in the development of educational policy and educational delivery is emphasized. The roles and responsibilities of school leaders, governing bodies, teachers, students, parents, and citizens are described and analyzed in terms of their participation in the process of schooling.

III. Textbook

The textbook adopted for this course is:

Kowalski, T.J. (2003). Contemporary school administration: An introduction (2nd edition). Boston: Allyn & Bacon.

The text is available through Barnes & Noble at USD. You can purchase it in person or you can contact them at bn@usd.edu or by going to their website at <http://usd.bkstore.com> to make your order of the book. They can also be reached at 605-677-6291.

IV. Course Objectives and Outcomes

This course is designed to enable students to:

GOAL	STANDARDS	EVALUATION
Determine the role, nature, and importance of interpersonal competencies in leadership;	DECA 24:16:07:01 (6), SOE #9	Regular and successful participation in threaded discussion
Reflect critically upon the societal, political, and economic forces and trends which affect organizational development, curriculum development (academic, vocational/technical), and the administration of schools	DECA 24:16: 07:01 (8) SOE #s 2 & 4	Regular and successful participation in threaded discussion, on-going examination, topic paper
Recognize and address the unique needs of individuals (faculty, staff, and students) whose cultural background is different than the majority who are involved in the educational process	DECA 24:16:07:01 (1), SOE # 4	Regular and successful participation in threaded discussion
Recognize the potential benefits derived from providing opportunities for increased participation by individuals and groups from across the community in the administrative process	DECA 24:16: 07:01 (6) SOE #s 2, 3, 9.	Regular and successful participation in threaded discussion, on-going examination
Distinguish among such terms as administration, leadership,	DECA 24:16:07:01 (8), SOE #s 1, 2, 3	Regular and successful participation in threaded

supervision, and management as they pertain to education		discussion, on-going examination
Understand the influence of federal, state, and local agencies which influence educational administration	DECA 24:16:07:01 (3, 8), SOE #1	Regular and successful participation in threaded discussion, on-going examination, topic paper
Reflect upon the major issues in American education and demonstrate an understanding by being able to trace their development and current status	DECA 24:16:07:01 (8), SOE #s 1, 2, 3	Regular and successful participation in threaded discussion, on-going examination
Demonstrate proficiency in verbal and written communication regarding the field of educational administration	DECA 24:16:07:01 (6), SOE #9	Regular and successful participation in threaded discussion
Describe the forces, interest groups, and organizations affecting educational policy at each level--i.e., culture/ethnicity, gender, poverty, religion, disability, courts, federal laws, state laws, local policy and ordinances	DECA 24:16:07:01 (1, 4), SOE #s 4 & 5	Regular and successful participation in threaded discussion, on-going examination, topic paper

VI. Methods of Instruction

The course will be presented over the Internet using the D2L program as provided by the University of South Dakota. Before you begin, please take the time to complete the orientation provided. This will answer many questions regarding on-line instruction and will also orient you to a site with much helpful information. The Continuing Education Online Orientation documents can be found at the Continuing Education homepage, to New Students, to Student Support, to Online Orientation Package. Or <http://www.usd.edu.ce/Orientation.pdf>.

Students will access the web site at the following URL: <https://d2l.sdbor.edu>. Each student will have a log-on name and password as provided by computer services at USD. Students must have available a computer with Internet access and one of the common browsers. Either Netscape or Internet Explorer will work well. Students are advised to simply download the latest free version of either of these browsers from the Internet.

Course Content

Material will be posted to the Course Content section of D2L on Wednesday. This material will serve much as a lecture or facilitation of learning in a traditional class; that is, it will augment the material assigned. There will, be approximately 15 modules presented.

Discussion Board

Following the presentation of material in the Course Content, there will be discussion question(s)

posted for students in the Discussion Board section of D2L. Each student will be assigned to a

discussion group of approximately 7 students. Discussion questions are posed for the modules on Wednesday. The **first** expectation is to **respond to the postings of the instructor**. These postings need to be completed by Sunday night. The **second** expectation is to **respond to the comments of at least TWO of the students in your group**. These responses need to be completed by Tuesday night. The responses to your fellow students need to be of a substantive nature, adding to what was said, challenging the comment with rationale or agreeing with comments and rationale. As in all communication, there is certain etiquette when discussing online. These are referred to as Netiquette expectations. For example, don't use sarcasm, keep the discussion professional, and read questions and postings carefully before responding. Other tips can be found in the Continuing Education Online Orientation document: The instructor will monitor the threaded discussions and offer either a generalized reaction to the postings of people within a group or to individuals within a group.

e-mail Correspondence

D2L has a private mail function, and students are encouraged to communicate with the instructor in this venue. Response to assignments and examinations will be provided to the student over the private e-mail feature in D2L

Technical Problems

Most technical problems experienced by students can be solved through conversation with the USD Computer Center Help Desk. This office can be reached at 605-677-5028. The Continuing Education Online Orientation will provide assistance regarding technology requirements. This orientation is made available at: <http://www.usd.edu/ce/Orientation.pdf>

VI. Evaluation Methods and Grade Assignment

It is expected that each student will complete all assigned readings from the textbook and class web-sites as well as and other supplementary materials distributed through e-mail or on electronic reserve. Methods of evaluation and the criteria for grade assignment for this course are based on the items below:

Participation in threaded discussion groups (200 points)

Within each course topic, there are questions associated with the readings from the text and course content. There are three expectations for the students with each posting from the instructor. The first expectation is to respond to the posting of the instructor by Sunday evening. The second expectation is to respond to the comments of at least TWO of the students in your group by Tuesday at 11:59. The responses to your fellow students need to be of a substantive nature, adding to what was said, challenging the comment with rationale, or agreeing with the comments and providing different reasons. Fifteen points (five points for response to instructor, five points for the responses to at least two other students, five points for timeliness of response) are assigned per module within the course.

Analysis of Leadership Style (100 points)

Students will apply various measures of leadership style to learn about their own leadership style.

Examinations (200 points)

There will be a mid-term and final examination. The questions will be distributed at the end of Modules 6 and 14. Generally, a menu of questions will be presented, and the student will select one question. The answers are to be submitted via office e-mail to the instructor - mmorriso@usd.edu- by the noted due-date. The length of the response should be between 500-1000 words plus necessary supporting documentation. Use the [APA](#) style manual for in-text citations and reference list.

Governing Body analysis(100 points)

Students are expected to attend a meeting of a governing body. This could be your local school board meeting, a state educational board meeting, or other educational boards. Students will use provided observation criteria.

Grades are assigned by using the following percentages:

A=90-100%

B=80-89%

C=70-79%

F=below 70%

VII. COURSE SCHEDULE AND POLICIES

Intro to Educational Administration

TENTATIVE SCHEDULE

Introduction to Educational Administration is organized into 15 topical areas. The schedule below will indicate the order in which the topics will be covered. Please read the chapters, websites, as noted.

Class Date	Topics	Readings and Activities
Module 1	Introduction	Introduce yourself to others in the class in the “Biographies” found under “Discussions”. Respond to at least two others in these introductions.. Text-Chapter 1; Read Module 1 in Course Content and the discussion question and respond within your assigned group
Module 2	Federal Government	Text-Chapter 5 pages 95-107. Read Module 2 in Course Content; Read and respond to the discussion question in your group.
Module 3	State Government	Text-Chapter 5 pages 108-113; Read Module 3 in Course Content; Read and respond to the discussion question in your group. Governing body observation assigned. Based on schedule of meeting, assignment due by April 11.
Module 4	Local School District	Text-Chapter 5 page 113-119; Read Module 4 in Course Content; Read and respond to the discussion question in your group.
Module 5	Faculty & Administration	Text-Chapters 2-4; Read Module 5 in Course Content; Read and respond to the discussion question in your group.
Module 6	Alternative Educational Delivery systems	Text-Chapters 6, 8 & 12; Read Module 6 in Course Content; Read and respond to the discussion question in your group.

Module 7	Mid-Term Evaluation & Spring Break	Questions posted by this date. Reponses due March 14.
Module 8	School Reform	Read Module 8 in Course Content; Read and respond to the discussion question in your group
Module 9	Special Interests	Read Module 9 in Course Content; Read and respond to the discussion question in your group.
Module 10	Current Federal Initiatives	Read Module 10 in Course Content; Read and respond to the discussion question in your group
Module 11	Organizational Theory Governing Body Report Due	Text-Chapter 7; Read Module 11 in Course Content; Read and respond to the discussion question in your group. Governing Body assignment due. Send via WORD attachment to my office email: mmorriso@usd.edu
Module 12	Leadership Theory Leadership Style Assignment	Text-Chapter 9; Read Module 12 in Course Content; Read and respond to the discussion question in your group. Leadership Analysis due. Send via attachment as WORD document to office e-mail address: mmorriso@usd.edu
Module 13	Administrative Practices	Text-Chapters 10 & 11; Read Module 13 in Course Content; Read and respond to the discussion question in your group;
Module 14	Change Final Exam Posted	Text-Chapter 14; Read Module 14 in Course Content; Read and respond to the discussion question in your group. Final exam question(s) posted by this date
Module 15	Other issues Final Exam Due	To be determined based on the pace and outcomes of course and assignments. Response to final exam question(s) to be sent to instructor via attachment as WORD document to office e-mail address: mmorriso@usd.edu by May 9. Last discussion postings are also due by this date.

Class Policies

1. Academic honesty - Consistent with the rules and regulations of the University of South Dakota, all written work by students should be the result of the individual student's research, thought, preparation, and writing efforts. Plagiarism and work that is prepared by others outside of the enrolled class and submitted as original work by the student is reason for punitive actions which may include dismissal and other serious actions by the university.
2. Attendance - This is not an independent study class. It is essential that all students access the material each week and keep up with the required postings to the bulletin board threaded discussion. The web site can be accessed anywhere that Internet services are provided. If students fall behind in their discussion responsibilities, their grade for that portion of the class will be affected.
Late Work--The expectation of this course is that each student will complete the work associated with the course at the times noted in the syllabus. Should a student find that this would not be possible due to circumstances beyond his/her control, the student need to immediately contact the instructor to make alternative arrangements.
3. In an effort to improve student success, the following action was taken at the March 14, 2001 University Senate meeting.

It is the policy of the University Senate that all faculty members, at a minimum, take attendance in their introductory (100-200 level) courses.

Federal agencies require the University to track students who cease to attend one or more of their classes, and failure to track them may incur institutional fiscal liability. Please be sure your course management practices permit you to determine the last date of attendance for students who stop attending.

In addition to the policies approved by the University Senate, faculty must include the statements below in all course syllabi. The first statement is now required by the Board of Regents. Statements 2 and 3 are University of South Dakota requirements.

1. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
2. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.

3. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
 - a. Given a zero for that assignment.
 - b. Allowed to rewrite and resubmit the assignment for credit.
 - c. Assigned a reduced grade for the course.
 - e. Failed in the course
 - d. Dropped from the course.

VIII. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References (1993-Present)

Alexander, C (1998). The endurance: Shackleton's legendary antarctic expedition. New York: Knopf

Barnett, G. & Gregorian, V (1996). High hopes: Taking the purple to Pasadena. New York: Warner Books.

Bennis, W.G. & Thomas, R.J. (2002). Geeks and Geezers. Cambridge, MA: Harvard Business School Press.

Bowe, J. Bowe, M, & Streeter, S.C. (eds.) (2000). Gig: Americans talk about their jobs at the turn of the millennium. New York: Crown Publishing.

Boyer, E. (1995). The basic school. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Department of Education and Cultural Affairs (1996). Education in South Dakota: A statistical profile. Pierre: State of South Dakota.

Drucker, P. (1995). Managing in a time of great change. New York: Truman Talley Books.

Drucker, P. (1993). Post-Capitalist society. New York: Harper-Collins.

Ehrenreich, B. (2001). Nickel and dimed: On (not) getting by in America. New York: Henry Holt & Company.

Enriquez, J (2001). As the future catches you: How genomics & other forces are changing your life, work, health & wealth. New York: Crown Publishing.

Friedman, T.L. (1999). The lexus and the olive tree. New York: Farrar, Straus, Giroux.

Hirsch, Jr., E.D. (1996). The schools we need & why we don't have them. New York: Doubleday.

Jackson, P. (1995). Sacred hoops. New York: Hyperion.

Lundin, S.C., Paul, H., & Christensen, J. (2000). Fish! A remarkable way to boost morale and improve results. New York: Hyperion.

Manatt, R. (1995). When right is wrong. Lancaster, PA: Technomic Publishing.

Merrow, J. (2001). Choosing excellence: "Good enough" schools are not good enough. Lanham, MD: Scarecrow Press.

National Center for Educational Statistics (1996). The condition of education 1996. Washington, D.C.: U.S. Department of Education.

Newmann, F. & Wehlage, G. (1995). Successful school restructuring. Madison, WI: University of Wisconsin.

Pipher, M.B. (2002). The middle of everywhere: The world's refugees come to our town. Orlando, FL: Harcourt, Inc.

Rubin, H. (2002). Collaborative leadership: Developing effective partnerships in communities and schools. Thousand Oaks, CA: Corwin Press.

Scott, C., Jaffe, D., & Tobe, G. (1993). Organizational vision, values, and mission. Menlo Park, CA: Crisp Publications.

Wick, J. & Gose, K. (1994). Improving student performance in your school. Dubuque, IA: Kendall/Hunt Publishing.

B. Classic References (Prior to 1993)

Aguayo, R. (1990). Dr. Deming: The American who taught the Japanese about quality. New York: Lyle Stuart.

Barth, R. (1990). Improving schools from within. San Francisco: Jossey-Bass.

Bennis, W. & Nanus, B. (1985). Leaders. New York: Harper & Row.

Bennis, W. (1989). On becoming a leader. Reading, MA: Addison-Wesley Publishing.

Blanchard, K., Zigarmi, P., & Zigarmi D. (1985). Leadership and the one minute manager. New York: Morrow.

- Boyett, J.H. & Conn, H.P. (1991). Workplace 2000. New York: Dutton.
- Burns, J.M. (1978). Leadership. New York: Harper & Row.
- Covey, S. (1989). The seven habits of highly effective people. New York: Fireside.
- Drucker, P. (1985). Innovation and entrepreneurship. New York: Harper & Row.
- Drucker, P. (1990). Managing the nonprofit organization. New York: Harper-Collins.
- Glasser, W. (1992). The quality school. New York: Harper Perennial.
- Hoyle, J., English, F. & Steffy, B. (1985). Skills for effective school leaders. Arlington: American Association of School Administrators.
- Kidder, Tracy (1990). Among schoolchildren. New York: Avon Books.
- Konnert, M.W. (1990). The superintendency in the nineties. Lancaster, PA: Technomic Publishing.
- Kozol, J. (1991). Savage inequalities: Children in America's schools. New York: Crown.
- Lewis, A. (1989). Restructuring America's schools. Arlington: American Association of School Administrators.
- Nathan, J. (1989). Public schools by choice. St. Paul, Mn: Institute for Learning and Teaching.
- Naisbitt, J. (1982). Megatrends. New York: Warner Books.
- Sergiovanni, T.J. (1991). Value-added leadership. San Diego, CA: Harcourt Brace Jovanovich, Publishers.
- Terkel, S. (1970). Working. New York: Pantheon.
- Tzu, S. (edited by James Clavell, 1983). The art of war. New York: Dell Publishing.

C. Selected Journals

American School Board Journal (available online at <http://www.asbj.com/>)

Bulletin of the National Secondary School Principals (available online at <http://www.principals.org/news/05-04-01-01.html>)

Change

Educational Leadership (partially available online at <http://www.ascd.org>)

Education Week (online at <http://www.edweek.org>)

ERS: Spectrum (partially available online at <http://www.ers.org/spectrum/pastspecindex.htm>)

Journal of Higher Education

Middle School Journal (partially available online at <http://www.nmsa.org/services/midjournal.htm>)

Phi Delta Kappan (partially available online at <http://www.pdkintl.org/kappan/kappan.htm>)

Principal (partially available online at <http://www.naesp.org/comm/principl.htm>)

Review of Higher Education

School Administrator (available online at <http://www.aasa.org/publications/sa/>)