

**Basic Concepts of Educational Administration**  
**EA 581GA**

**INSTRUCTOR**

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**OFFICE HOURS**

Monday 3:30—5:30 pm  
Wednesday 3:30—5:30 pm.  
Thursday 3:30—5:30 pm  
Other times by appointment  
Class Time: 5:30—8:30 pm

**TEXT MATERIALS**

Lunenburg, Fred C., and Allan C. Ornstein. Educational Administration: Concepts and Practices. Fourth Edition. (New York, NY: Wadsworth/Thompson Learning.) 2001.

Washburn University Teacher Education Theory Model for Basic and Advanced Programs.

Standards for School Leaders, Council of Chief State School Officers.

**COURSE DESCRIPTION**

This course is an introduction to the basic concepts underlying school building administration. The theory and practice of educational administration is analyzed and the major concepts of formal organization, motivation, authority, leadership, decision-making, organizational conflict and organizational change are investigated.

**MISSION OF THE UNIVERSITY**

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential.

**Washburn University Board of Regents, 1999**

**HOW THIS COURSE FITS INTO THE CONCEPTUAL FRAMEWORK**

Effective practice as a building leader is often determined by the ability to combine basic theory and recommended practice with administrative performance. Both technical and personal skills are required to perform successfully and adequate reflection requires a background of operational information base.

Participants will be expected to acquire a functional knowledge base from which to apply effective administrative practices. The ability to conceptualize a framework for administrative practice that focuses on management and leadership, is a requirement. The ability to apply knowledge to real life situations and reflect on the outcome is necessary for administrative growth. Reflective practice on the self, administrative methods and practices is addressed in this course.

Basic Concepts in Educational Administration is a required course in the Building Level program. This course promotes the development of capable educational administrators through the practices contained in the Conceptual Framework of the Department of Education. This class provides the administrative student with theory and recommended procedures in both leadership and management. The student is involved in the practices and skills associated with building level administration. Participants investigate a wide range of activities that link administrative theory with actual practice.

The conceptual framework serves as a reference through which a student's learning experiences may be viewed. Particularly emphasized are administrative behaviors that promote equitable education services to all members of the learning community. Growth is promoted through the vehicle of Reflective Practice. Participants will be involved in assigned activities that require written reports dialogue and reflections, with emphasis on the practice of identifying themselves as knowledgeable emerging professionals with a continuing plan of professional improvement.

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## **COURSE REQUIREMENTS**

In an effort to assure involvement of the class with specific diversity experiences the following curricular procedures will be practiced. Knowledge Construction will take place in class discussions considering the impact of diversity on student learning. Members of the class are involved with learning about the operation of district and building level functions and the relationships and skills necessary for success involvement of the diverse school community. Reflecting on group discussions on the demographics of the community with subsequent interactions recorded through student responses in written summaries of course work will be documented.

**Prejudice Reduction** will be addressed throughout the course. The role of the building level administrator is shaped through social interaction, reflection on the impact of system policy and practices on people of diverse racial, ethnic, cultural, and social class backgrounds.

Reflection summaries and questions on course readings will be used to assess student's knowledge and understanding of this concept.

Equitable Pedagogy will be addressed in the adaptation of instruction, assigned readings, writing assignments, in-class discussions and products developed. The use of appropriate communication through the materials read and reviewed and verbal and nonverbal interaction with members of the community with diverse backgrounds will be investigated.

The knowledge and pedagogical base will include:

The organizational structure of the school district  
The relationship between building level administration and its diverse audiences  
Planning for excellence in a diverse society  
Monitoring and evaluating student progress  
Curriculum leadership  
School community relations  
Business and Financial management  
Technology in the schools  
Building successful schools

The dispositional base will include commitments to:

School climate  
Educational reform  
Staff development  
Ethics in school administration  
Schools responding to the diversity in the larger community  
Collaboration and communication with the school community  
Involvement of district stakeholders in district futuring  
Understanding the conditions and dynamics of the diverse school community

## **COURSE OBJECTIVES**

The major course objective is to develop the ability of prospective elementary and secondary school principals to respond reflectively to situational variables by analyzing, examining, planning, implementing and evaluating alternative courses of action.

1. To identify the substantive concepts derived from the various disciplines of management and the behavioral sciences that appear helpful in understanding administrative practice especially those related to the exercise of leadership.
2. To become aware of the integral relationship between theory and practice and to appreciate the advantage achieved by basing effective practice on adequate theory base, especially through knowledge of the decision-making process, resolution of conflict, the creation of appropriate organizational

- climate, effective interpersonal skills, and an active involvement of the schools in a relationship with the public they serve.
3. Based on the concept of educational program management as an integral function of schooling, to identify the most effective and productive role for the school administrator, especially through the utilization of effective leadership skills.
  4. To develop an understanding of the knowledge, skills, competencies and attitude one needs to become a productive and effective school administrator, especially through the utilization of effective leadership skills.
  5. To develop an understanding of the knowledge, skills, competencies and attitude one needs to become a Reflective Practitioner, especially through assuming responsibility of one's own professional development.

## **COURSE REQUIREMENTS**

1. Attendance at all class sessions is expected. It is understood that professional and personal obligations sometimes create scheduling conflicts. If unable to attend a class session, provide that information in advance of the absence, and make arrangements with another class member to provide notes, handouts or other information from the class.
2. Course grades will be based on, four sets of chapter questions, course examinations and project. Participation in class discussion and activities is expected. The weight assigned each of the elements is:

<b>Chapter questions (Four sets at 25 points each)</b>	<b>100 points</b>
<b>Course project</b>	<b>35 points</b>
<b>Course Examinations</b>	<b>65 points</b>
<b>Total possible</b>	<b>200 points</b>

3. As noted above, course evaluation will be partially based on a total of four sets of responses prepared outside of class. Each examination will cover one unit of three or more topics. For each unit, students will select from a list of chapter questions.
4. The response to each question should be a thorough and clear reflection and analysis and should not exceed four pages, double-spaced. Writing style is critiqued.
5. All work will be submitted electronically.

## **KSDE/NCATE STANDARDS FOR BASIC CONCEPTS IN EDUCATIONAL ADMINISTRATION**

Standard One: The building level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

### Knowledge

The building level administrator has an understanding of effective communication skills.

### Performance

The building level administrator communicates effectively with multiple publics.

Standard Two: The building level administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a building climate and instructional program conducive to student learning and professional growth.

### Knowledge

The building level administrator understands diversity and its meaning for instructional programs.

The building leader understands essential components of school operations.

Standard Four: The building level administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community needs and interests and mobilizing community resources.

### Performance

The building level administrator demonstrates the ability to implement IDEA and Section 504 to meet the needs of students identified as in need of special education supports and services.

Standard Five: The building level administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

### Knowledge

The building level administrator has knowledge of the role of education and leadership in a modern society.

The building level administrator has knowledge of and values the diverse school community.

Standard Six: The building level administrator is an educational leader who promotes the success of all students by understanding, responding, responding, and influencing the larger political, social economic, legal and cultural context.

Knowledge

The building level administrator understands the political, social, and culture and context of the school community.

The building level administrator understands the importance of diversity and equity in a democratic society.

### **CLASS SCHEDULE AND TOPICS**

Week One	<b>Unit I – Fundamental Principles and Concepts</b> Development of Administrative Theory
Week Two	Organizational Structure
Week Three	Organizational Culture
Week Four	<b>Unit II – Administrative Processes</b> Motivation
Week Five	Leadership
Week Six	Decision Making
Week Seven	Communication
Week Eight	Organizational Change
Week Nine	<b>Unit III – The Structural Framework of Education</b> The Federal and State Government
Week Ten	Local School Districts
Week Eleven	School Finance and Productivity
Week Twelve	Legal Considerations and Education
Week Thirteen	<b>Unit IV – Administration of Programs and Services</b> Curriculum Development and Implementation
Week Fourteen	Analyzing and Improving Teaching

Week Fifteen                      Personnel Administration

Week Sixteen                      *final examination period*

## **STUDENT INFORMATION**

### **Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work.

Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult [www.washburn.edu/copyright/students](http://www.washburn.edu/copyright/students). For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to:

[www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII](http://www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII)

### **Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, Braille materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

### **Center for Undergraduate Studies and Programs (CUSP):**

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss

an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, [advising@washburn.edu](mailto:advising@washburn.edu).

**Withdrawal Policy:**

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site ([www.washburn.edu/schedule](http://www.washburn.edu/schedule))

**Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the “mail forwarding” area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.