EDUC 640

School Administration

*Note: All content provided in the professor's notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi

Course Charts

Professor’s Notes

Professor’s notes*

EDUC 640

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),

1. How would you rate the overall level of difficulty of this course?
   Level of demand = 7
   Comments:

2. How would you rate the level of the reading requirements in this course?
   Level of demand = 8
   Comments: A book review is required in addition to the textbook reading.

3. How would you rate the level of the lecture requirements in this course?
   Level of demand = 1
   Comments:

4. How would you rate the level of the online exam requirements in this course?
   Level of demand = 6
   Comments: One essay exam at the end of the course.

5. How would you rate the level of the discussion board requirements in this course?
   Level of demand = 5
   Comments: Every other week.

6. How would you rate the level of the written paper requirements in this course?
   Level of demand = 7
   Comments: School Improvement Plan is the benchmark assignment.

Additional comments:

Comments:

<table>
<thead>
<tr>
<th>WEEK/ MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hoy, chs. 1–2</td>
<td>Case Study #1</td>
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<td>6/29</td>
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<td>Begin Maxwell</td>
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<tr>
<td>2</td>
<td>Hoy, chs. 3–4</td>
<td>DB Forum 1</td>
<td>25</td>
<td>7/6</td>
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<td>ESS Form and Analysis</td>
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<td>3</td>
<td>Hoy, chs. 5–6</td>
<td>Organizational Chart</td>
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<td>7/13</td>
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<td></td>
<td>Continue Maxwell</td>
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<tr>
<td>4</td>
<td>Hoy, chs. 7–8</td>
<td>DB Forum 2</td>
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<td>7/20</td>
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<tr>
<td>5</td>
<td>Complete Maxwell</td>
<td>Book Review</td>
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<td>7/27</td>
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<tr>
<td>6</td>
<td>Hoy, chs. 9–10</td>
<td>Case Study #2</td>
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<td>8/3</td>
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<tr>
<td></td>
<td></td>
<td>DB Forum 3</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>————</td>
<td>School Improvement Plan</td>
<td>300</td>
<td>8/10</td>
</tr>
<tr>
<td>8</td>
<td>Hoy, chs. 11–12</td>
<td>DB Forum 4</td>
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<td>Final Exam</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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</table>

DB = discussion board
COURSE SYLLABUS

SCHOOL OF EDUCATION

EDUC 640
SCHOOL ADMINISTRATION

COURSE DESCRIPTION
An examination of the administrative roles in the design, implementation, and improvement of the total educational program in private and public schools. Specific areas of study include curriculum and instruction, pupil and staff personnel, student activities, school organization, and management.

RATIONALE
The leadership of a school is a key factor in the success or failure of the school’s programs. This course provides an overview to enable prospective administrators to gain an understanding of their leadership role through readings, interviews with practicing administrators, personal reflection, and pedagogical interaction. This course will provide students with an opportunity to examine their own personal leadership values and to explore “real life” problems and strategies for resolution.

I. PREREQUISITES
Students must be accepted into the Graduate Education Program of Liberty University.

II. REQUIRED RESOURCE PURCHASES


college.livetext.com student membership: provides professional portfolio development that incorporates select course assignments submitted for grading. A one-time purchase is required for licensure students in the School of Education graduate program.

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Word
(Microsoft Office is available at a special discount to LU students.)
IV. **COURSE OBJECTIVES**

Upon successful completion of this course, the student will be able to:

A. Develop and articulate a vision of learning for a school that promotes the success of all students.

B. Use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

C. Formulate the initiatives necessary to motivate staff, students, and families to achieve a school’s vision.

D. Develop plans and processes for implementing a vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

E. Design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise a vision.

F. Assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

G. Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings

B. Discussion Board forums (4)

   In Weeks 2, 4, 6, and 8, students are to choose a forum for each of those weeks and respond with an initial post (new thread) to questions posted by the instructor. The student will then contribute two additional comments; these may be replies to other students’ responses or probing questions of your own. (For details, see About Your Course>Course Overview and Guide>Essential Elements.)

C. Case Studies (2)

   Students will select two scenarios from the textbook and briefly summarize the circumstances, answer all the questions posed, and evaluate/critique the issues presented; principles from the textbook must be applied. Length is not as important as thoroughness in addressing the case. (See About Your Course>Course Overview and Guide>Essential Elements for further details.)
D. ESS Survey Form and Analysis

Students will complete the Enabling School Structure (ESS) survey, calculate the results, and then submit a summary, analysis, and discussion of the results; 300–500 words in length. (See the Essential Elements folder for further details.)

E. Organizational Chart

Students will submit an organizational chart that illustrates the power and politics of their school (or one with which they are familiar) along with a written narrative explaining the legitimate (formal and informal) and the illegitimate (coercive and political) forms of power that exist in this school; 300–500 words in length. (See the Essential Elements folder for further details.)

F. Book Review

Students will prepare a 1500-word review and reflection of John C. Maxwell’s 21 Irrefutable Laws of Leadership, summarizing and critiquing the premise and main ideas of the book. (See the Essential Elements folder for further details.)

G. School Improvement Plan (Benchmark)

This is a program benchmark assignment that will be submitted in the LiveText project template (www.LiveText.com). More specific directions are provided in the Essential Elements folder (About Your Course>Course Overview and Guide); your plan must incorporate all key points indicated.

H. Final Exam

This exam is made up of essay items. You may use notes, textbook, and any other materials that might assist you. Once you begin the exam, you must complete it on the first try; you will have 2 hours to complete the exam. (See the Essential Elements folder for further details.)

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board forums (4 at 25 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Case Studies (2 at 50 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>ESS Survey Form &amp; Analysis</td>
<td>75</td>
</tr>
<tr>
<td>Organizational Chart</td>
<td>100</td>
</tr>
<tr>
<td>Book Review</td>
<td>175</td>
</tr>
<tr>
<td>School Improvement Plan (Benchmark)</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

B. Scale

\[
A = 940–1000 \quad B = 860–939 \quad C = 750–859 \quad D = 680–749 \quad F = 0–679
\]
C. Policies

1. All assignments must be completed in order to pass the course.

2. Late Work: All assignments are due by 11:59 p.m. ET on Sunday of the week assigned. 50% will be deducted for all assignments submitted after that time. Students experiencing scheduling conflicts are to submit assignments early.

3. Participation: Regular and punctual participation on the Discussion Board is expected. Lack of participation may result in a grade reduction or failure from the course. It is the responsibility of the student to contact the professor should an extenuating circumstance occur.

B. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.