Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
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, personal reflection, and pedagogical interaction. This course will provide students with an opportunity to examine their own personal leadership values and to explore relevant problems and strategies for resolution.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Articulate a vision of learning.
B. Develop an instructional program conducive to student learning and staff professional growth.
C. Manage the school organization, operations, and resources for a safe, efficient, and effective learning environment.
D. Collaborate with faculty and community members to address community needs.
E. Act with integrity, fairness, and in an ethical manner.
F. Respond to the political, social, economic, legal, and cultural context.

V. VDOE Competencies Met in this Course for School Administrators

1.a.2 Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning.

1.a.7 Identification, analysis, and resolution of problems using effective problem-solving techniques.

1.a.8 Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.

1.b.1 Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models.

1.b.2 Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans.

1.b.3 Information sources and processing, including data collection and data analysis strategies.

1.b.4 Using data as a part of ongoing program evaluation to inform and lead change.

1.b.5 Developing a change management strategy for improved student outcomes.

1.b.6 Developing empowerment strategies to create personalized learning environments for diverse schools.

1.b.7 Effective communication skills including consensus building, negotiation, and mediation skills.

1.c.1 Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level.

1.c.2 Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community.

1.c.3 Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models.

1.c.5 Principles and issues related to school facilities and use of space and time.

1.c.7 Technologies that support management functions.

1.c.8 Application of data-driven decision making to initiate and continue improvement in school and classroom practices.

1.d.4 Principles of effective two-way communication, including consensus building and negotiation skills.
1.e.2 Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all.

1.e.3 Reflective understanding of theories of leadership and their application to decision-making in the school setting.

1.e.4 Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity.

1.e.5 Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school’s goals and enhance its collective capacity.

1.f.1 Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory.

1.f.2 Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations.

1.f.3 Identify and respond to internal and external forces and influences on a school.

1.f.4 Identify and apply the processes of educational policy development at the state, local, and school level.

1.f.5 Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

1.g.1 Experiential activities that complement, implement, and parallel the university curriculum.

1.g.2 Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in 4 Discussion Board Forums. (Learning Outcomes A, B, C, D, E, F.)

1. Thread

The candidate is required to write a thread in response to the provided prompt for each forum. Each thread must be 300 words and demonstrate course-related knowledge.

2. Replies
In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 150 words.

D. Vision Analysis and Revision Process
The candidate will report, evaluate, review, and revise a school’s or district’s vision/purpose statement. This must be between 300–500 words. (Learning Outcomes A, D, E.)

E. Practicum Proposal Form
The candidate is required to complete 30 practicum hours in a school in order to pass this course.

F. Case Studies (2)
The candidate will access each Case Study by a link and code that will be provided by the instructor. Each Case Study must be a minimum of 1,000 words. (Learning Outcomes A, B, C, D, E, F.)

G. Data Analysis and Goals
The candidate will gather and analyze multiple types of school data and then list 3–5 goals for school improvement. (Learning Outcomes B, C, E, F.)

H. Implementation Plan
The candidate will complete an Implementation Plan that covers resource management, implementation, and monitoring progress. A template will be provided in Blackboard. (Learning Outcomes A, B, C, D, E, F.)

I. SIP PowerPoint Presentation
The candidate will create a PowerPoint presentation that will be intended for a school board or a parent-teacher organization. In addition to summarizing the School Improvement Plan elements, the presentation is to indicate clearly how it was developed and will be implemented with integrity, fairness, and in an ethical manner. This presentation must include a minimum of 15 slides. (Learning Outcomes A, B, C, D, E, F.)

J. School Improvement Plan
The candidate will complete this on the template that is provided in LiveText. This will enable the candidate to upload the previously completed Blackboard coursework into LiveText. (Learning Outcomes A, B, C, D, E, F.)

K. Field Experience Summary (FES)
The candidate will complete this in the provided form and include relevant information from the practicum. This assignment is required in order to pass this course.

L. Field Experience Assessment (FEA)
The candidate’s onsite mentor will complete the FEA online. The mentor will receive an e-mail from Liberty with a link, username, and password to access the FEA. This assignment is required in order to pass this course.
M. Exams (2)

The candidate will complete a Midterm Exam and Final Exam in this course. Each exam will be open-book/open-notes, contain 5–6 essay questions, and have a 2-hour and 45-minute time limit. (Learning Outcomes A, B, C, D, E, F.)

VII. COURSE GRADING AND POLICIES

A. Points

| Course Requirements Checklist | 10 |
| Discussion Board Forums | |
| Thread (4 at 20 pts ea) | 80 |
| Replies (4 at 10 pts ea) | 40 |
| Vision Analysis and Revision Process | 50 |
| Practicum Proposal Form | 20 |
| Case Studies (2 at 100 pts ea) | 200 |
| Data Analysis and Goals | 100 |
| Implementation Plan | 100 |
| SIP PowerPoint Presentation | 100 |
| School Improvement Plan | 100 |
| Field Experience Summary (FES) | 50 |
| Field Experience Assessment (FEA) | 50 |
| Midterm Exam (Modules 1–4) | 50 |
| Final Exam (Modules 5–8) | 60 |
| **Total** | **1010** |

B. Scale

- **A** = 960–1010
- **A-** = 940–959
- **B+** = 920–939
- **B** = 890–919
- **B-** = 870–889
- **C+** = 850–869
- **C** = 820–849
- **C-** = 800–819
- **D+** = 780–799
- **D** = 750–779
- **D-** = 730–749
- **F** = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.

4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# COURSE SCHEDULE

**EDUC 640**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Smith &amp; Swezey: Introduction, ch. 1 2 presentations 1 website</td>
<td>Course Requirements Checklist Advising Guide Quiz DB Forum 1: Thread</td>
<td>10 0 20</td>
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<tr>
<td>2</td>
<td>Smith &amp; Swezey: chs. 2–3 2 presentations</td>
<td>DB Forum 1: Replies Vision Analysis and Revision Process Practicum Proposal Form</td>
<td>10 50 20</td>
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<td>3</td>
<td>Smith &amp; Swezey: chs. 4–5 3 presentations</td>
<td>DB Forum 2: Thread Case Study 1</td>
<td>20 100</td>
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<tr>
<td>4</td>
<td>Smith &amp; Swezey: chs. 6–7 2 presentations 1 website</td>
<td>DB Forum 2: Replies Data Analysis and Goals Midterm Exam</td>
<td>10 100 50</td>
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<tr>
<td>5</td>
<td>Smith &amp; Swezey: ch. 8 1 presentation</td>
<td>DB Forum 3: Thread Implementation Plan</td>
<td>20 100</td>
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<tr>
<td>6</td>
<td>Smith &amp; Swezey: ch. 9 1 presentation</td>
<td>DB Forum 3: Replies Case Study 2</td>
<td>10 100</td>
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<tr>
<td>7</td>
<td>Smith &amp; Swezey: ch. 10 2 presentations</td>
<td>DB Forum 4: Thread SIP PowerPoint Presentation</td>
<td>20 100</td>
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<tr>
<td>8</td>
<td>Smith &amp; Swezey: ch. 11 1 presentation</td>
<td>DB Forum 4: Replies School Improvement Plan Field Experience Summary (FES) Field Experience Assessment (FEA) Final Exam</td>
<td>10 100 50 50 60</td>
</tr>
</tbody>
</table>

**TOTAL** | | **101101 0** |

*DB = Discussion Board*
NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.