



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Instructor Information

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Department Website: <http://www.concord.edu/education/>

Office hours:

Monday: 9:00 am – 11:00 am

Tuesday: 10:00 am – 11:00 am

Wednesday: 9:00 am – 11:00 am

Thursday: 11:00 am – 12:00 pm * if there is no academic council meeting, office hours will be from 10:00 am – 11:00 am. Please email prior to stopping by

Friday: call or email for appointment

*If you are not able to make any of the times above, please contact me and I will work with your schedule. I am here to make sure you are successful in this course.

Course Title: ^{[[}SEP EDEL 500 Public School Administration

Course CRN #20678 Section 1AS

Credit Hours: 3

Semester Taught: Spring 2019

Course Management System: Blackboard

Hardware/Software Needed: The latest version of your preferred web browser for accessing Blackboard.

Prerequisites^[L]_[SEP]: Students need a graduate standing and three years of classroom teaching experience.

Text requirements:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. (6th ed.). Washington, D.C.: American Psychological Association.

Ubben, G. C. (2007). *The principal: Creating leadership for excellence in schools* (6th ed.). Boston: Pearson/Allyn and Bacon.

Course Description/Rationale: This course is designed to introduce the student to public school administration. Effective and successful schools research will be examined along with their practical applications to the field of education. A variety of topics relevant to the field of public school administration will be discussed.

Concord University Educational Goal(s) The students will:

1. Explain the importance of understanding the historical foundations of school leadership in American education.
2. Discuss the context of school reform and participant empowerment from an historical perspective.
3. Articulate research findings dealing with effective schools, and discuss their implications for leadership practices.
4. Describe the principal's role in managing the organization structure of the school.
5. Describe how qualitative and quantitative research-based data can be used to make informed decisions to improve the leadership and organization within the school.
6. Discuss how successful principals have handled specific challenges of the principalship.
7. Describe how successful principals manage the communication in and out of the school.
8. Describe the role of the principal in the promotion of diversity.
9. Analyze the current social and cultural trends affecting leadership in America's schools.

10. Discuss the roles and responsibilities of the administrative team within the school.
11. Identify the challenges facing the school principal in the Twenty-first century.
12. Discuss the role of the principal in the collective bargaining negotiation and other types of written agreements.
13. Identify appropriate teaching models aimed at meeting the personal and instructional needs of the students.

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principles in a student's respective program of study.

National Standards West Virginia Professional Educational Standards for Teaching, and the Praxis II Principles of Learning and Teaching (PLT)

The following table links the course objectives to the Conceptual Framework competencies, the West Virginia Professional Educational Standards for Teaching, and the Praxis II Principles of Learning and Teaching (PLT):

Course Objectives	ELCC	Praxis II Principles of Learning and Teaching (PLT)	National Educational Technology Standards (ISTE-NETS-T, 2008)	Conceptual Framework
1	1.3, 1.5, 2.1, 2.3, 2.4, 4.1, 4.2, 4.3,	I, 11, III, IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6

	5.1, 5.2, 5.3, 6.1, 6.2, 6.3			
2	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2,	I, 11, III, IV,	1, 2, 3, 4, 5	1, 2, 3, 4,
	4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	V, VI		5, 6
3	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	I, 11, III, IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
4	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	I, III, IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
5	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	I, II, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
6	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
7	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	I, 11, III, IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5
8	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3,	I, 11, III, IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6

	5.1, 5.2, 5.3, 6.1, 6.2, 6.3			
9	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	I, 11, III, IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
10	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	I, 11, III, IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
11	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	I, III, IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
12	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	I, II, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
13	1.3, 1.5, 2.1,2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	IV, V, VI	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6

Alignment with Conceptual Framework

The mission of the Educational Leadership program is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The program strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

Learning Outcomes

1. The Principalship
 - a. Selecting school administration as a career
 - b. Personal vision
 - c. Roles and responsibilities of the administrative team
 - d. Career satisfaction
 - e. The emotional and social reality of administration
 - f. Employment opportunities in educational leadership
 - g. Handling the challenges of the principalship
 - h. School discipline
 - i. School-wide discipline plan
2. Effective Schools
 - a. The administrative team, teachers, students, and parents
 - b. Standards, curriculum, and student achievement
 - c. Climate and culture
 - d. Profiles of effective schools
3. Context of School Reform and Empowerment
 - a. Models of restructuring
 - b. Building restructuring
 - c. Assessing school reform
 - d. Participative decision making
 - e. Versions of empowerment
 - f. Challenges facing 21st Century school leaders

Course Requirements

Field Experience: The candidate will complete a field experience of twenty (20) clock hours in an elementary school setting. The experience must include after school programming, strategic plan preparation, school-community plan, professional development, extra-curricular activities, and SPL (Support for Personalized Learning).

No candidate will be issued a passing grade for this course without documentation of completion of the 20 hour field experience.

Grading Scale (percentages)

A	93-100
B	85-92
C	78-84
D	70-77
F	Below 70

Grading Policy/Make-up Policy/Late Work

Any assignment not submitted via Blackboard/e-mail by the due date (date and time) is subject to a ten-point deduction of the overall point value. No assignment will be accepted and no points will be awarded after five (5) calendar days from the due date (including weekends).

If there are technical problems submitting an assignment, email the professor through the regular email (mbean@concord.edu) immediately and explain the situation. Attach the assignment to the email (if applicable).

If email is not possible, call the professor's cell phone at (614) 419-7172 immediately and leave a detailed voicemail message explaining the situation.

It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy.

Of course all work is to be typed in Word. The format is as follows: double-spaced, 1-inch margins, 12 point font, Times New Roman.

Please grammar-check, spell-check, and proofread your work. It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a

document.

You should be knowledgeable of APA format and it should be utilized in your paper. There is no excuse for not using APA, as the manual is a required text for this course, you should have been exposed to it in prior courses, and it is the standard format in education and the social sciences. It is also important for you to understand APA format, as your 560 course, and perhaps other courses, will require that you use said format.

Students are expected to write on a graduate student level. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements.

It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, with or without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. The APA Manual also defines plagiarism, and since it is a required text for this course, you have no reason for not understanding what constitutes plagiarism. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

Course Timeline and Assignment Due Dates

Assignment	Points	Due Date
Discussion: Introduction	10	1/15/19
Discussion: Why Ed. Leadership?	30	1/22/19
LSIC Narrative	50	1/29/19

Discussion: LSIC Information	30	2/5/19
LSIC PowerPoint Presentation	50	2/12/19
Discussion: Student Due Process	30	2/19/19
Discussion: Teacher Due Process	30	2/26/19
Discussion: Positive School Climate	30	3/5/19
Crisis Plan Analysis	100	3/19/19
Discussion: Crisis Plan	30	3/26/19
School-Wide Discipline Plan	300	4/23/19
Discussion: Semester Wrap-Up	30	4/30/19

Assignment Descriptions ** Please note all assignments with the exception of discussion questions must be submitted to LiveText and Blackboard.

Textbook Readings

The candidate will read the assigned text. It is expected the candidate will glean knowledge from these assigned readings that will be incorporated into the assignments for the course. The candidate should seek to reference the primary text in each assignment.

Class Introduction

The candidate will post an autobiographical style thread in the discussion board forum to introduce him/herself to the class per the directions posted in Blackboard.

Discussion Boards

The candidate will participate in course discussion boards as needed to collaborate and/or reflect on each course assignment. The Discussion Boards will be monitored, but the instructor may or may not be actively involved in all discussion threads. Therefore, questions for the instructor should be sent via email mbean@concord.edu rather than posted in the discussion board. Additionally, discussion questions must be a minimum of 3 to 5 sentences long, must reference content from the reading, and

address every part of the question asked. Replies to discussions must also be a minimum of 3-5 sentences long, and reference content from the reading.

Remember you are a graduate student working towards administration, and your discussion posts should be reflective of the same.

LSIC Narrative

The candidate will consult the WVDE website and/or other sources to compose a narrative in APA format of 1-3 pages in length that summarizes the roles and responsibilities of the Local School Improvement Council (LSIC) in West Virginia schools.

LSIC Presentation

The candidate will create a PowerPoint presentation for an LSIC presentation to a school board based on the information contained in the Executive Summary.

Crisis Plan Analysis

The candidate will read and evaluate the crisis plan given in Blackboard. The candidate will compose a narrative in APA format of 1-3 pages in length that presents the strengths of the plan, the weaknesses of the plan, and makes suggestions for improvement of the plan.

School-Wide Discipline Plan

The candidate will write a school-wide discipline plan and staff development proposal per the directions posted in Blackboard. The candidate should carefully review the grading rubric posted in Blackboard prior to and during the creation of this assignment. The candidate is also encouraged to do a “self-check” before posting the assignment to ensure all required components included in the rubric are fully addressed in the documents submitted.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students

with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and the instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located on the Athens campus Jean and Jerry Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance

adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure^{SEP}

No students or employees are to report.

Classes Cancelled^{SEP}Students

Do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay^{SEP}

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and

faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service. Announcements of campus closures and schedule delays are also posted on the CU webpage. Log on to <http://www.concord.edu> □ Everyday Access □ Emergency Alert System.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer^[SEP] "This syllabus is subject to change based on the needs of the class. Please check it regularly."

References

- Cunningham, William G. & Cordeiro, Paula A. (2000) Educational administration: A problem- based approach. Nedham Heights, MA: Allyn & Bacon.
- Daresh, John C. "Tips for Principals: How to promote success the new administrators first year." NASSP, September 1992, 68-69.
- Fiore, Douglas. (2001) Creating connections for better schools: How leaders enhance school culture. Larchmont, NY: Eye on Education.
- Hoy, Wayne & Miskel, Cecil. (2001) Educational administration: Theory, research, and practice, 6th Ed. New York: McGraw-Hill.
- Short, Paula M. & Greer, John T. (2002) Leadership in empowered schools: Themes from innovative efforts. Upper Saddle River, NJ: Merrill Prentice Hall.