EAHE 501
Educational Administration: Tasks and Processes
Summer 2014

Class Schedule: M-F, 8am-12:30pm
Location: 112 Pulliam Hall
Instructor: Saran Donahoo
Contact: Office – 129C Pulliam Hall
          Phone – (618) 453-6077
          Email: donahoo@siu.edu
Office Hours: By appointment

Purpose:
This class seeks to acquaint students with the fundamentals of educational administration in elementary and secondary school districts. In accordance with the Illinois State Board of Education (ISBE) (2002) Standards for the School Social Worker, this course will cover the following:

http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/23140_schoolsocwork.pdf

1. Develop an understanding of theories and structures related to classrooms, schools, and educational stakeholders.

5C. Develop an understanding of the role schools play within the larger community.

5J. Recognize and consider the importance of ethics as it relates to school social work.

7A.-7C., 7H.-7I., 7L., 7Q.-7T. Develop an understanding of the nature of schools, which helps to develop a general competence in serving the needs of students and families within and educational environment.
8A.-8N. Acknowledges the diversity within the student population and devises approaches for working with students that consider and address the needs of all types students.

9B., 9D.-9E. Acquire some basic knowledge of the legal, ethical, and operational issues that generally affect activities and services provided in public schools.

10H.-10L. Cultivate an understanding and vision for the professional role of the school social worker.

Primary Text:

Articles as assigned

Forbidden Source:
Wikipedia!

Course Objectives:
- Become familiar with skills and behavior necessary for school leadership
- Develop an understanding of the roles and functions of school personnel
- Become familiar with the organizational structure and control of K-12 schools
- Develop critical skills to resolve challenges encountered by school social workers

Disability
A student with a disability should contact Disability Support Services at 453-5738 (TTY: 453-2293) for service information. Please notify the instructor of necessary accommodations.

Grading Scale
100-90% = A  
89-80% = B  
79-70% = C
Points Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Assignments - Professional Reflection &amp; Vision</td>
<td>15 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25 points</td>
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<tr>
<td>Group Presentation &amp; Paper</td>
<td>20 points</td>
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<tr>
<td>Final Exam</td>
<td>30 points</td>
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<tr>
<td>Participation</td>
<td>10 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
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Students must complete all of the assignments in order to satisfy the requirements of the course.

**Participation**

This is a very intensive and fast-paced course. The two-week format requires each of us to show up to class having read the materials, prepared assignments, and ready to contribute to all in-class discussions and activities. Respectful, collaborative, and consistent participation will not only help us to meet course objectives, but is a necessary facet of the learning process in this course.

**Attendance**

All students will prepare for, attend, and participate in each class period. Missing class meetings and failing to participate will inhibit your ability to participate and may have a negative impact on your grade. Instructor reserves the right to apply this policy on a case-by-case basis.

Students are responsible for obtaining course information and completing all assignments whether present in class or not.

**Late Policy**

All students must complete assignments in the manner and by the due date specified by the instructor. Students needing extensions should consult with the instructor individually. Late assignments will result in a lower grade. For students who are absent on the day an assignment is due, the assignment is late. Instructor reserves the right to refuse to accept late assignments and will apply this policy on a case-by-case basis. Note: there will be no incompletes in this course; therefore, you must complete all of your work as directed.
Emergency Procedures
As stipulated by the University, emergency procedures are as follows:
“Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.”

Course Assignments
Each student will complete his or her own work as required. Work should be typewritten in a 12-point font. All assignments should include a title, title page, and page numbers.

The university rules regarding plagiarism and academic dishonesty as outlined in the Student Code of Conduct section of the SIU Graduate Student Catalog - http://www.siu.edu/gradschl/catalog/Student_Conduct_Code.pdf remain in effect for all students.

Professional Reflection and Vision
Craft a paper explaining why you want to be a school administrator or social worker? What do you feel you can contribute to the field? How do you envision your role within a school? The final version should be a maximum of five double-spaced pages.
Due - May 27th

Midterm Exam
This exam will cover any and all topics discussed in the course or assigned in the readings up to this point. The exam will include both essay and short-answer questions. The
exam will provide students with an opportunity to reflect on and synthesize the reading assignments and information covered during the class periods.

Due - In-class on June 2\textsuperscript{nd}

\textit{Group Presentation & Paper}

Working with groups of four-seven people, students will devise a program or initiative that directly inserts the social worker into the school setting. To that end, your project should identify a problem or area that needs attention in school, research existing approaches utilized in schools, assess the pros and cons of these approaches, and suggest an existing, new, or revised approach that your group feels schools should implement to address this concern. Be sure to clearly identify the role that the school social worker will play within this program or initiative, the students you intend to target, the outcomes you hope to achieve, and any other benefits that would make this program more attractive to teachers, the principal, superintendent, and school board who affect operations at your fictitious school.

The final project must include both a presentation and a paper document. The presentation is your opportunity to sell the rest of the class on your idea. Be sure to consider the possible questions others might ask of you and be prepared to respond to them effectively. The paper should identify your topic, describe current approaches, critiques these approaches, and describe your suggestion(s) for addressing this issue. Each group paper should be no more than 10 double-spaced pages plus references. Your paper should select and apply one style format consistently throughout your document.

Due - Both parts of the assignment are due June 5\textsuperscript{th}

\textit{Final Exam}

This exam will cover any and all readings or topics covered throughout the course. Similar to the midterm, this exam will require students to complete short-answer and essay questions by synthesizing the topics discussed throughout the course.

Due - In-class on June 6\textsuperscript{th}

\textit{Course Schedule}

\textbf{Week 1}

\textbf{May 26\textsuperscript{th}} \hspace{1cm} Holiday!

\textbf{May 27\textsuperscript{th}} \hspace{1cm} Introduction and Overview
\hspace{1cm} Administrative Theory
Readings –
Standards (syllabus)

**May 28th**

Organizational Structure
How do schools run?
Readings – Lunenburg & Ornstein, Chapter 2
ISBE Organizational Chart (use 2013) -

Professional Reflection and Vision due

Human Resources Administration
What are the advantages of being an insider? An outsider?
Readings – Lunenburg & Ornstein, Chapter 15

May 29th

Government Control and Involvement in Schools
How do the federal and state governments affect education?

*Readings* – Lunenburg & Ornstein, Chapter 9

*ISBE Divisions Descriptions* (link to http://www.isbe.net/divisions.htm)

*ISBE ROE Services* - http://www.isbe.net/regionaloffices/Default.htm


Supplemental:

Legal Aspects
What are some of the legal mandates that influence school leadership?

What are ethics? How do they impact schools?

*Readings* – Lunenburg & Ornstein, Chapter 12


Supplemental:

May 30th

School Finance and Productivity
How do we fund public schools?
How does this affect the education and resources offered to students?

*Readings* – Lunenburg & Ornstein, Chapter 11

Illinois Department of Revenue. (2011). *The Illinois property tax system.* Springfield, IL: Author. – Assessment/Tax Cycle (pp. 7); Budget & Levy Cycle (pp. 8); Calculating your tax bill (pp. 21)


Local School Districts
What role do school boards play in public schools?
Are school boards necessary?

*Readings* – Lunenburg & Ornstein, Chapter 10

*Code of Conduct for Members of School Boards* (IASB)
Week 2
June 2nd

Curriculum Development and Implementation
Who controls curricular content?
What should schools teach students?
How do we know we are teaching the right or enough information?
Readings – Lunenburg & Ornstein, Chapter 13

MIDTERM EXAM!

June 3rd
Group Project Preparation

June 4th
Public Education Alternatives
Define the terms: charter schools, vouchers, privatization, EMO
How do these affect public schools?
Does the existence or threat of competition improve public schools?


Decision Making
What types of plans should school leaders and social workers make for their students and their schools?
Who should take part in the decisions made for the school?
How do we know we are doing things right?

*Readings* – Lunenburg & Ornstein, Chapter 6


June 5th

Organizational Culture
What is the difference between leadership and management?
How do we know when a school administrator is succeeding in the position?

*Readings* – Lunenburg & Ornstein, Chapter 3


Supplemental:


Communication
What elements should we consider in communicating with others?
How can we communicate with and include parents and the community in what goes on at our schools?
How can or should schools deal with the media?

*Readings* – Lunenburg & Ornstein, Chapter 7


Supplemental:

**Group Presentations and Papers due
Revised Professional Reflection and Vision (include 1st draft)**

**June 6th**

Leadership and Change
How has this class changed your perspective?
How has this course affected you projected career path?
How do school leaders change organizations?

Readings –

FINAL EXAM!
IMPORTANT DATES *

Full Session Courses Begin .......................... 06/09/2014
Last day to add a class (without Dean’s permission): .................. 06/15/2014
Last day to withdraw completely and receive a 100% refund: .... 06/22/2014
Last day to drop a course using SalukiNet: ........................... 07/13/2014
Final exams: ........................................................................ 07/31–08/01/2014
Commencement: ................................................................. Ceremonies now held only in May & December

Note: For outreach, internet, and short course drop/add dates, visit Registrant’s Academic webpage: http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Independence Day Holiday 07/04/2014

Withdrawal Policy ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

Incomplete Policy ~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

Repeat Policy

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

Graduate Policies

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

Disability Policy

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

Plagiarism Code


SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

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Inclusive Excellence

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

Morris Library Hours

http://www.lib.siu.edu/about

Learning and Support Services

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutoring.siu.edu/

Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

Writing Center

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

Affirmative Action & Equal Opportunity

Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

Salukinet: https://salukinet.siu.edu/cp/home/displaylogin

Advisement: http://advisement.siu.edu/

Provost & Vice Chancellor: http://pvcaasiu.edu/

SIU Online: http://online.siu.edu/