

## Educational Organizations and Administration

**Course #:** LEEA 500  
**Semester:** Fall, 2011  
**Site:** Hoffman Estates  
**Dates/Time:** Mondays 6:00 to 9:00 pm  
**Instructor:** Steve Baule  
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**Hours:** anytime by appointment

### Course Description:

This course is designed to explore the field of educational administration from the perspective and tradition of organizational theory.

### Course Objectives:

This first course in LEEA Masters Degree is designed to develop an appropriate cognitive background requisite to further study in the field. The objectives of the course are:

- ❖ To facilitate students' development and pursuit of individual learning goals specific to their needs and to help students further develop their own personal philosophy of educational leadership.
- ❖ To give you an introductory foundation into educational organizational theory.
- ❖ To introduce conceptual models to understand organizational aspects and different ways of organizing places of learning.
- ❖ To help students engage in meaningful discourse with the material and each other.
- ❖ To increase awareness of the interaction between internal dynamics and groups outside of the school building.
- ❖ To engage in meaningful discussion and planning regarding how educational leaders can use their knowledge of organizations to initiate change.

### Required Texts:

Lunenburg, F. C, and Ornstein, A. C. (2012). *Educational Administration*. 6th ed. Wadsworth Publishing. ISBN: 978-1-111-30124-8

APA. (2011). *Publication Manual of the American Psychological Association*. 5<sup>th</sup> ed. Washington, DC: APA. ISBN: 155798712.

*Additional readings as provided or assigned during the semester*

## STUDENT REQUIREMENTS:

*Please note that this is a working document (i.e., a draft) and the instructor reserves the right to change the syllabus.*

### 1. Reflection on Leadership Aspirations Paper:

Write a brief (Suggested length four to five pages.) paper on your educational preparation and background, statement of core educational beliefs, and a review of what has shaped those beliefs (such as books, historic events, and individuals). Include a description of leadership skills you believe necessary and why. Reflect on the next steps in your career path and the ultimate career aspirations that you have. Do a skill assessment on where you are with the leadership skills you have identified. What areas do you feel you need to improve upon? Which of these areas for improvement do you feel is the most essential for success in a position you may apply for in the future? What are your strengths? How will those strengths help you?

### 2. Observation Paper:

Observe a school board meeting. Get a copy of any handouts available. (Do not turn in the handouts – they are for your reference.) Write about the dynamics that you observed.

Specifically identify:

- Stakeholders present and absent.
- Physical supports in place or not in place (such as a sound system, signs revealing the meeting location, etc.)
- What do the handouts reveal about the board, the district, and groups within the district?
- What children or teachers (if any) were at the meeting and what role did they play?
- What kinds of decisions were made? Were they routine or unusual? How will they impact the community?
- Formal and informal structures of power – Could you reach any conclusions about relationships that exist between the board and administration? Could you reach any conclusions about relationships that exist between the board and the public? Who controlled the meeting? How do you know?
- How effective was the meeting and what would you do differently?

Back up your insights by noting the evidence that gave you that impression. Discuss what your observations reveal about the organization. Be sure to draw connections between what you observed and how it relates to: 1) your professional experiences, 2) the course materials 3) other research you may have read in other classes, 4) educational leadership overall. Suggested length: five to eight pages.

### 3. The Case Study:

Write a case study on an issue that a *principal* might face in a school setting. Try to create a case that touches on elements of organizational theory. The case may be based on personal experience, observed experiences, or from published case studies. Please do not use real names. The case study can be as short as one and one half pages, but no longer than three double-spaced pages.

The second part of the case study assignment will be to respond with an answer to another student's case study. They will be randomly assigned by the instructor. Response should be limited to five to eight pages.

#### 4. Midterm

The midterm exam will cover the materials discussed in class and presented in the reading assignments.

#### GRADES:

The final grade for the course will be based on the following:

Leadership Aspirations Paper		10%
Case Study		35%
<i>Part 1 – Development of Case Study</i>	<i>15%</i>	
<i>Part 2 – Response to Case Study</i>	<i>20%</i>	
Observation Paper		20%
Mid-term Exam		25%
Preparation & Participation		10%

Your final grade will depend upon the quality of your work and meeting all the requirements specified above. Because NIU only has A, B, C, D, or F grading options (i.e., no + or -), not meeting one of the requirements could lower your grade as much as a whole letter grade or more. I reserve the right to adjust grades according to my assessment of overall quality and participation.

**Course grading scale:** note that this scale is informed by grading policies of the College of Education and of the Graduate School.

<b>A</b>	<b><u>Outstanding achievement:</u></b> represents a professional judgment that the performance of a student was truly superior at the graduate level. (90 – 100%)
<b>B</b>	<b><u>Fully satisfactory:</u></b> represents a professional judgment that the performance of a student thoroughly satisfies the criteria for awarding graduate credit. <i>It is typically the modal (most frequently awarded) grade in a graduate level class.</i> (80 – 89%)
<b>C</b>	<b><u>Marginal achievement:</u></b> represents a professional judgment that the performance of a student minimally satisfied the criteria for awarding graduate credit. (70 – 79%)
<b>D/F</b>	<b><u>Unsatisfactory achievement:</u></b> represents professional judgment that the performance of a student was insufficient to satisfy the criteria for awarding graduate credit. (69% or lower)

Attendance (see below)

- If students can not be present for class, they need to make arrangements with the instructor to be considered excused. Alternative learning opportunities will be provided to enable the students to stay current with the lessons.

### **Additional Course Requirements:**

#### **Academic Integrity:**

Students are expected to conduct themselves in a manner befitting a tradition of honor and integrity. Academic integrity is expected of all students. The attempt by any student to present as her/his own, work that s/he has not produced is regarded by the NIU faculty and administration as a serious offense. Students are considered to have engaged in academic dishonesty (i.e., “cheating”) if they copy the work of another during an examination or submit a paper or other written assignment that was created, either in whole or in part, by someone else. Students shall be considered to be guilty of plagiarism, whether intentional or not, if they copy from books, magazines, the Internet, or other sources without identifying and acknowledging those sources or if the student paraphrases ideas from such sources without acknowledging them. Students are expected to be honest, do their own work, on their own, and in their own words. **Be careful to cite sources correctly!** (See the NIU Graduate Catalog for more information).

Furthermore, it is expected that unless approved in advance, all work completed by a student in fulfillment of the requirements for this course shall not have been previously submitted in fulfillment of the requirements for a previous university course. Please note the LEEA faculty has unanimously agreed that, unless approved in advance, instances of this type of “recycling” will be considered to be violations of Northern Illinois University’s academic integrity expectations and addressed accordingly.

Students who wish to substantially modify and/or expand an assignment submitted in conjunction with another course and re-submit the modified/expanded assignment for credit in this course shall request advance permission to do so. Both the professor to whom the original work was submitted and the professor for this course must agree and indicate their concurrence in writing. The student will be expected to submit both the original and the modified/expanded assignment to the current professor for assessment.

If academic misconduct or dishonesty is suspected, the procedures set forth in the “Faculty Guide to Academic Misconduct” issued by the University Judicial Office will be used to investigate a suspected breach of the University’s academic integrity expectations. (See also, NIU Graduate Catalog.) Students who violate the academic integrity expectations may receive substantially lowered grades, failing course grades, and/or may face disciplinary action, including letters in your files and expulsion from the program and the university.

**Respect and Professionalism:**

Students are expected to treat one another and all persons from all backgrounds with respect. The NIU Affirmative Action expect us to: respect all persons regardless of race, color, national origin, sex, religion, age, physical or mental disability, marital status, veteran status, sexual orientation, political affiliation, or any other factor not related to professional qualifications. We will not always agree, and that's okay.

If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that we can make suitable arrangements. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR) to be eligible for services and exam accommodations for students with disabilities. The CAAR office is located on the 4th floor of the University Health Services building (815-753-1303).

Your insights have value and class discussions are an important part of this course. As such, students are encouraged to attend all classes. Participation is part of students' grades.

**Schedule**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
<b>8/29</b>	Introduction & Syllabus Review	
<b>9/12</b>	Organization and Governance in Illinois Schools	L&O Chapters 9, 10 & 11
<b>9/19</b>	Organizational Structures	L&O Chapters 1 & 2
<b>9/26</b>	Organizational Culture	L&O Chapter 3
<b>10/3</b>	Motivation	L&O Chapter 4 Leadership Aspirations Paper Due
<b>10/10</b>	Leadership	L&O Chapter 5 & 6
<b>10/17</b>	Community Relations	L&O Chapter 7
<b>10/24</b>	Midterm Exam	
<b>10/31</b>	Organizational Change	L&O Chapter 8 Case Studies Due
<b>11/7</b>	Curriculum Development	L&O Chapter 13 & 14
<b>11/14</b>	Analyzing and Improving Instruction	School Board Observation Due
<b>11/21</b>	Fieldwork	
<b>11/28</b>	Legal Considerations (Scott Nemanich, Esq.)	L&O Chapter 12
<b>12/5</b>	End of Course Review	Case Study Responses Due