

**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*

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### **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. PREREQUISITES**

None

#### **II. REQUIRED RESOURCE PURCHASES**

Smith, S. J., & Swezey, J. A. (Eds). (2013). *Public & private school administration: An overview in Christian perspective*. Dubuque, IA: Kendall Hunt. ISBN: 9781465241177.

[www.LiveText.com](http://www.LiveText.com) membership: This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for all candidates in the Graduate Education program **with the exception of the following programs:** *M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration*. ISBN: 9780979663567.

*Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.*

#### **III. RECOMMENDED RESOURCE**

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

**IV. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word

**V. 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.

**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. (MLO: 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.

In addition to the four main forums, students are required to post an [Introduction/Welcome post](#) during week #1, introducing yourself to your classmates and providing information on yourself as explained in the directions.

- 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. (MLO: 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. (MLO: 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. (MLO: 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. (MLO: 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. (MLO: 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. (MLO: 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. (MLO: A, B, C, D, E, F.)

**VII. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 30 pts ea)	120
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
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

**VIII. VDOE REGULATION COMPLIANCE**

<b>VDOE Competency</b>	<b>Course Evidence</b>
<p><b>8VAC20-543-570</b>                      A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:                      1. Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;                      b. Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;</p>	<p><b>Reading:</b> Developing Goals to Carry out the Mission (Smith, 2013, pp. 29-32).  <b>Assignment:</b> School Improvement Plan  <b>Assignment:</b> Practicum Proposal Form  <b>Assignment:</b> Data Analysis and Goals</p>
<p><b>8VAC20-543-570</b>                      A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:                      1. Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;                      i. Identification, analysis, and resolution of problems using effective problem-solving techniques; and</p>	<p><b>Reading:</b> Building a School’s Greatest Asset: The Faculty (Claxton, 2013, pp. 73-80).  <b>Assignment:</b> School Improvement Plan  <b>Assignment:</b> Data Analysis and Goals  <b>Assignment:</b> Implementation Plan</p>
<p><b>8VAC20-543-570</b>                      A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:</p>	<p><b>Reading:</b> School Improvement: Data Driven and Vision Centered (Smith, 2013, pp. 19-33).  <b>Assignment:</b> School Improvement Plan  <b>Assignment:</b> Data Analysis and Goals  <b>Assignment:</b> Implementation Plan  <b>Assignment:</b> Vision Analysis and Revision Process</p>

<p>1. Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including; j. Development, articulation, implementation, and stewardship of a vision of excellence linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.</p>	
<p><b>8VAC20-543-570</b> A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies: 2. Knowledge, understanding, and application of leadership and organizations, including; a. The change process of systems, organizations, and individuals using appropriate and effective adult learning models;</p>	<p><b>Reading:</b> Organizational Management: Distributed Leadership in Action (Nichols, 2013, pp. 105-116). <b>Assignment:</b> School Improvement Plan <b>Assignment:</b> Case Studies (1 &amp; 2)</p>
<p><b>8VAC20-543-570</b> A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies: 2. Knowledge, understanding, and application of leadership and organizations, including; b. Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;</p>	<p><b>Reading:</b> School Improvement: Data Driven and Vision Centered (Smith, 2013, pp. 19-33). <b>Reading:</b> Creating and Communicating a Shared Vision (Sewzey, 2013, pp. 1-12). <b>Reading:</b> School Improvement: Data-Driven and Vision-Centered (Smith, 2013, pp. 21-24.) <b>Assignment:</b> School Improvement Plan <b>Assignment:</b> Vision Analysis and Revision Process <b>Assignment:</b> Implementation Plan</p>
<p><b>8VAC20-543-570</b> A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public</p>	<p><b>Reading: Assignment:</b> School Improvement: Data Driven and Vision Centered (Smith, 2013, pp. 28-33). <b>Assignment:</b> Case Studies (1 &amp; 2) <b>Assignment:</b> School Improvement Plan</p>

<p>school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:                  2. Knowledge, understanding, and application of leadership and organizations, including;                  c. Information sources and processing, including data collection and data analysis strategies;</p>	<p><b>Assignment:</b> Case Studies (1 &amp; 2)</p>
<p><b>8VAC20-543-570</b>                  A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:                  2. Knowledge, understanding, and application of leadership and organizations, including;                  d. Using data as a part of ongoing program evaluation to inform and lead change;</p>	<p><b>Reading:</b> School Improvement: Data Driven and Vision-Centered (Smith, 2013, pp. 25-26).  <b>Assignment:</b> School Improvement Plan (Smith,  <b>Assignment:</b> Data Analysis and Goals  <b>Assignment:</b> Case Studies (1 &amp; 2)</p>
<p><b>8VAC20-543-570</b>                  A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:                  2. Knowledge, understanding, and application of leadership and organizations, including;                  e. Developing a change management strategy for improved student outcomes;</p>	<p><b>Reading:</b> Leading Curriculum Development (Angle, 2013, pp. 59-67).  <b>Assignment:</b> School Improvement Plan  <b>Assignment:</b> Implementation Plan  <b>Assignment:</b> SIP PowerPoint Presentation</p>
<p><b>8VAC20-543-570</b>                  A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that</p>	<p><b>Reading:</b> Organizational Management: Distributed Leadership in Action (Nichols, 2013, pp. 105-116).  <b>Assignment:</b> School Improvement Plan  <b>Assignment:</b> Vision Analysis and Revision Process  <b>Assignment:</b> SIP PowerPoint Presentation</p>



<p>requires licensure in Virginia and demonstrated the following competencies:                  2. Knowledge, understanding, and application of leadership and organizations, including;                  f. Developing distributed leadership strategies to create personalized learning environments for diverse schools; and</p>	
<p><b>8VAC20-543-570</b>                  A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:                  3. Knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress, including;                  i. Application of data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement.</p>	<p><b>Reading:</b> Cultivating Learning: A Culture of Success (Ackerman, 2013, pp. 39-54).  <b>Assignment:</b> School Improvement Plan  <b>Assignment:</b> Data Analysis and Goals  <b>Assignment:</b> Case Studies (1 &amp; 2)</p>
<p><b>8VAC20-543-570</b>                  A. The program in administration and supervision preK-12 shall ensure that the candidate has completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia and demonstrated the following competencies:                  6. Knowledge, understanding, and application of basic leadership theories and influences that impact schools including:                  a. Concepts of leadership including systems theory, change theory, learning organizations, and current leadership theory;</p>	<p><b>Reading:</b> Cultivating Learning: A Culture of Success (Ackerman, 2013, pp. 39-54).  <b>Reading:</b> Creating and Communicating a Shared Vision (Swezey, 2013, pp. 5-7).  <b>Assignment:</b> School Improvement Plan  <b>Assignment:</b> Discussion Board Forums 1-4  <b>Assignment:</b> Midterm Exam and Final Exam</p>

<p><b>8VAC20-543-570</b>                  B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and                  1. Provides significant experiences within a school environment for candidates to synthesize and apply the content knowledge and develop professional skills through school-based leadership experiences;</p>	<p><b>Reading:</b> Developing a School’s Greatest Asset: The Faculty (Claxton, 2013, pp. 73-80).  <b>Assignment:</b> Field Experience Summary (FES)  <b>Assignment:</b> Field Experience Assessment (FEA)</p>
<p><b>8VAC20-543-570</b>                  B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and                  2. Shall occur in a public or accredited nonpublic school;</p>	<p><b>Reading:</b> Cultivating Learning: A Culture of Success (Ackerman, 2013, pp. 39-54).  <b>Assignment:</b> Field Experience Summary (FES)  <b>Assignment:</b> Field Experience Assessment (FEA)</p>
<p><b>8VAC20-543-570</b>                  B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and                  3. Provides exposure to five different multiple sites, including elementary, middle, high, central office, and agency with diverse student populations; and</p>	<p><b>Assignment:</b> Field Experience Summary (FES)  <b>Assignment:</b> Field Experience Assessment (FEA)</p>
<p><b>8VAC20-543-570</b>                  B. Complete a deliberately structured and supervised internship that is focused on student academic progress for all students and                  4. Documents a minimum of 320 clock hours of administration and supervision internship, of which at least 120 clock hours are embedded as experiential field-based opportunities experienced during coursework.</p>	<p><b>Assignment:</b> Practicum Proposal Form  <b>Assignment:</b> Field Experience Summary (FES)  <b>Assignment:</b> Field Experience Assessment (FEA)</p>

**IX BIBLIOGRAPHY**

Ratcliffe M. J. A., & Harts, M. L. (2011). *Schools that make the grade: What successful schools do to improve student achievement*. Baltimore, MD: Brookes Publishing Co.

## ***COURSE SCHEDULE***

### **EDUC 640**

Textbook: Smith & Swezey, *Public & Private School Administration* (2013).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Smith & Swezey: Introduction, ch. 1 2 presentations 1 website	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		DB Forum 1: Thread	*
		Introduction/Welcome Thread	0
<b>2</b>	Smith & Swezey: chs. 2–3 2 presentations	DB Forum 1: Replies	30
		Vision Analysis and Revision Process	50
		Practicum Proposal Form	20
<b>3</b>	Smith & Swezey: chs. 4–5 3 presentations	DB Forum 2: Thread	*
		Case Study 1	100
<b>4</b>	Smith & Swezey: chs. 6–7 2 presentations 1 website	DB Forum 2: Replies	30
		Data Analysis and Goals	100
		Midterm Exam	50
<b>5</b>	Smith & Swezey: ch. 8 1 presentation	DB Forum 3: Thread	*
		Implementation Plan	100
<b>6</b>	Smith & Swezey: ch. 9 1 presentation	DB Forum 3: Replies	30
		Case Study 2	100
<b>7</b>	Smith & Swezey: ch. 10 2 presentations	DB Forum 4: Thread	*
		SIP PowerPoint Presentation	100
<b>8</b>	Smith & Swezey: ch. 11 1 presentation	DB Forum 4: Replies	30
		School Improvement Plan	100
		Field Experience Summary (FES)	50
		Field Experience Assessment (FEA)	50
		Final Exam	60
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board; \* = A grade will be assigned once the thread and replies have been submitted.

**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.