

THE UNIVERSITY OF KENTUCKY
COLLEGE OF EDUCATION
Department of Administration & Supervision
Central Kentucky Cohort 2 (CKC 2)
2000 Fall Semester

COURSE: EDA 771 – Seminar: The Knowledge Base for School Leadership

MEETING TIME: Thursday from 5:30 p.m. until 8:00 p.m.

PLACE: Tates Creek High School – Room 203

INSTRUCTOR: Dr. James S. Rinehart – (859) 257-4293 – jsrine01@pop.uky.edu
111 Dickey Hall
Lexington, Kentucky 40506-0017
Fax number – (859) 257-1015

OFFICE HOURS: 8:00 a.m. to 4:30 p.m. – Please contact me for an appointment to ensure that I will not be out of the office for an intern visit, meeting, conference, etc.!

REQUIRED READINGS: A variety of readings will be used in this course. The major reading is from a book that is out of print. The publisher gave permission to the department to copy the text for this class. This text is listed below and will be distributed in class.

Campbell, R.F., Fleming, T., Newell, L. J., & Bennion, J. W. (1987). A History of Thought and Practice in Educational Administration. Columbia University, New York: Teachers College Press.

Other readings will be selected and distributed in class. Examples include:

Donmoyer, R. (1999). The continuing quest for a knowledge base: 1976-1998. In J. Murphy & K. S. Louis (Eds.), Handbook of research on educational administration: A project of the American Educational Research Association, 2nd ed. (pp.25-44). San Francisco: Jossey-Bass Publishers.

Culbertson, J. A. (1988). A century's quest for a knowledge base. In N. J. Boyan (Ed.), Handbook of research on educational administration: A project of the American Educational Research Association (pp. 3-26). New York: Longman.

Griffiths, D. E. (1988). A century's quest for a knowledge base. In N. J. Boyan (Ed.), Handbook of research on educational administration: A project of the American Educational Research Association (pp. 27-52). New York: Longman.

Lipham, J. M. (1988). Getzel's models in educational administration. In N. J. Boyan (Ed.), Handbook of research on educational administration: A project of the American Educational Research Association (pp. 27-52). New York: Longman.

Boyan, N. J. (1988). Describing and explaining administrator behavior. In N. J. Boyan (Ed.), Handbook of research on educational administration: A project of the American Educational Research Association (pp. 77-98). New York: Longman.

Course Description:

This course focuses on the quest for a knowledge base in educational administration. It begins with the thoughts of early superintendents and proceeds through a period of 125 years to UCEA's attempt to capture the knowledge in cooperation with McGraw-Hill with a article bank (PRIMIS) and to the work of Evers and Lakomski (1991, 1996) on a coherentist theory. The aim is to provide a vocabulary and a mastery of thinking about educational administration that will provide a foundation for doctoral study and for reflections about practice.

Students will be expected to:

- be conversant with the literature and prominent authors;
- be familiar with the vocabulary;
- become aware of their knowledge base; and
- be able to discuss the issues surrounding the knowledge base in educational administration.

UNIVERSITY AND COURSE POLICIES: Policies related to attendance (pp. 58-60), cheating and plagiarism (pp. 36-45), course withdrawal (pp. 53-54), incomplete grades (pp. 50-51), and final exams can be found in the document, *Student Rights and Responsibilities Booklet*, located at www.uky.edu/studentaffairs/code. As students and faculty at the University of Kentucky, we are all responsible for adhering to these policies. The following policies also apply to this course:

Assignment Due Dates: Dates to submit course assignments are listed in the "Course Topics" section. Given that you are taking another course and that you have full-time job responsibilities, the due dates may be altered to meet the many demands faced by busy educators. These can be discussed during a class session.

Attendance: If a situation arises in which you are unable to attend class, I would appreciate a message indicating your absence prior to the class session, if possible. Sometimes emergencies happen and notification would not be possible until after a class session.

Tardiness: Class sessions will start promptly at 5:30 unless there are circumstances beyond our control (traffic, open-houses, etc.). If you know you will be late, please notify me in advance, if possible.

Cheating and Plagiarism vs. cohort learning – The department encourages students in the doctoral to work together; however, we do expect that assignments be individually completed and not the duplication of another student's work or an author's publication. An exception for this expectation would be a group activity in which several students completed a project.

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS/ASSIGNMENT</u>
August 24	Introductions, Discussion of Doctoral Program, What is a “Knowledge Base”	
	<u>1875-1900</u>	
August 31	Early Empiricists	Culbertson; Campbell, Ch. 1
	<u>1901-1925</u>	
September 7	Scientific Management Era	Culbertson; Campbell, 2 & 3
September 14	<u>NO CLASS</u>	
September 21	Debrief papers	Professional Knowledge Paper Due Handout(s)
	<u>1926-1950</u>	
September 28	Human Relations Era	Campbell, Ch. 4
October 5	Human Relations Era Continued	Handout(s)
	<u>1951-1966</u>	
October 12	Behavioral Science Era	Campbell, Chs. 5-6; Handout(s)
	<u>1967-1985</u>	
October 19	Behavioral Science Era Continued	Handout(s)
October 26	Behavioral Science Era Continued	Handout(s)
November 2	<u>NO CLASS</u>	
	<u>1985-2000</u>	
November 9	Multiplicity Era	Handouts
November 16	Multiplicity Era Continued	Handout(s)

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS/ASSIGNMENT</u>
November 23	HAPPY THANKSGIVING DAY!!!!	
November 30	Preparation Developments Concluding thoughts, review	Knowledge Bases Critique Due Campbell, Chs. 7-10, Epilogue
December 7	FINAL EXAMINATION (Date to be determined by class progress)	
December 14	FINAL EXAMINATION	

Student Evaluation

<u>Activity</u>	<u>Percentage</u>	<u>Grading Scale</u>
Professional Knowledge Base Paper	25%	90 – 100 A
Knowledge Base Critique	25%	80 – 89 B
Final Examination	50%	70 – 79 C

Assignment of percentages – Please note the percentages above. I am open to making some adjustment in those figures with your input and if consensus can be reached. In other words, the class may think that one of the activities is worth more credit than what is being given.

Professional Knowledge Base Paper – This paper presents the knowledge base that you think you use in your current (or last in the case of graduate students) role/position/job. The paper should contain two parts: (1) the professional knowledge base for a particular role, and (2) the source(s) from which you think you obtained that knowledge base.

Knowledge Base Critique – The beginning for this paper is to select one of the articles that you critiqued for EDA 651 (Foundations of Inquiry). When the article is selected, situate the study in one of the epistemologies and justify that placement. This paper should contain the following parts:

- identification of the article and why you chose it (this can be accomplished in a paragraph or two),
- a description of article (including the research question, the methodology used, findings and conclusions, and limitations),
- a discussion of the article as it relates to the knowledge base in educational administration (how do you think some of the authors would describe or react to the article?, what is the paradigm/epistemology?, etc.)

Final Examination – This examination is designed to simulate a qualifying-exam question(s) and to evaluate your understand of the search for a knowledge base in educational administration. There is an expectation that the answers reflect an understanding of the vocabulary and concepts from the readings. In addition, responses should be supported by the

use of authors' ideas, concepts, and writings. The latter expectation does not mean that paragraphs of narrative need to be memorized, but rather that a summary of the authors' thinking can be expressed.

Due Dates – The dates due for the two papers follow a week in which there is no class. Again, I am open to making an adjustment if it will benefit class members and if consensus can be reached.

Directions for written papers – Written papers are to be double-spaced type-written narratives that include a title page (name of paper, student name, date, name of course, name of instructor, etc.) and a reference page (APA style). The student can arrange the title page so that it includes the desired information. Please use a reference page as opposed to a bibliography page.

SUPPORTING READING

Boyan, N. J. (1988). Describing and explaining administrator behavior. In N. J. Boyan (Ed.), Handbook of research on educational administration: A project of the American Educational Research Association (pp. 77-98). New York: Longman.

Cunningham, L. L., Hack, W. G., & Nystrand, R. O. (Eds.). (1977). Educational Administration: The Developing Decades. Berkeley, CA: McCutchan Publishing Corporation.

Donmoyer, R., Imber, M., & Scheurich, J. J. (1995). The knowledge base in educational administration: Multiple perspectives. Albany, New York: The State University of New York Press.

Educational Administration Quarterly (August, 1996). Special issue: Postpositivist conceptions of science in educational administration. Thousand Oaks, California: Corwin Press, Inc.

Erickson, D. A. (Ed.). (1977). Educational Organization and Administration. Berkeley, CA: McCutchan Publishing Corporation.

Evers, C. W. & Lakomski, G. (1991). Knowing educational administration. New York: Pergamon Press.

Evers, C. W. & Lakomski, G. (1996). Exploring Educational Administration. New York: Pergamon, an imprint of Elsevier Science Inc.

Foster, W. (1986). Paradigms and promises: New approaches to educational administration. Buffalo, NY: Prometheus Books.

Griffith, Francis (1979). Administrative theory in education: Text and readings. Midland, MI: Pendall Publishing Company.

Griffiths, D. E. (1959). Administrative Theory. New York: Appleton-Century-Crofts, Inc.

Halpin, A. W. (1966). Theory and research in administration. New York: The MacMillan Company.

Murphy, J., & Louis, Karen Seashore (Eds.). (1999). Handbook of Research on Educational Administration, 2nd ed. San Francisco: Jossey-Bass Publishers.

Tyack, D. & Hansot, E. (1882). Managers of virtue: Public school leadership in America, 1820-1980. New York: Basci Books, Inc., Pubishers.

Willower, D. J. & Culbertson, J. (1964). The professorship in educational administration. Published jointly by the University Council for Educational Administration at Columbus, Ohio, and The College of Education, The Pennsylvania State University at University Park, Pennsylvania.