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## UNIVERSITY OF KENTUCKY

FEB 1 6 2004

# T R A N S M I T T A L

**DATE:**     February 11, 2004

**TO:**     Rebecca Scott
              Senate Council

**FROM:**     Lissa Holland
                Graduate Council

The Graduate Council met on December 11, 2003 and approved the following:

## COLLEGE OF EDUCATION

*Administration & Supervision*

### EDA 700 Knowledge Base for Leaders (3 credits)

This course reviews the quest for a knowledge based in educational administration. It begins with a survey of the history of education and organizational thought in the United States, examining scientific management, human relations, bureaucracy, and the theory movement. The course also reviews more recent attempts to capture the knowledge base including the University Council of Educational Administration's article bank, PRIMIS, and the Standards for School Leaders from the Interstate School Leadership Licensure Consortium. The course emphasizes epistemologies used to generate a knowledge base in educational administration tracing the evolution of thought and vocabulary within the profession.

    *Prerequisites:* Permission of instructor.

# APPLICATION FOR NEW COURSE

Signatures of Approval:

_James A. Rinehart_
Department Chair

_Robert Shapiro_
Dean of the College

_11/13/02_
Date

_11/13/02_
Date

_____
Date of Notice to the Faculty

*Undergraduate Council

_____
Date

*University Studies

_____
Date

_Jeannine Blackwell_
*Graduate Council

_12/15/03_
Date

*Academic Council for the Medical Center

_____
Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 8/02

# APPLICATION FOR NEW COURSE

1. Submitted by College of    Education                                                    Date    October 21, 2002

    Department/Division offering course    Educational Administration and Supervision

2. Proposed designation and Bulletin description of this course

    a.    Prefix and Number    EDA 700              b.    Title*    Knowledge Base for Leaders
          *NOTE:  If the title is longer than 24 characters (including spaces), write
          A sensible title (not exceeding 24 characters) for use on transcripts

    c.    Lecture/Discussion hours per week        2.5              d.    Laboratory hours per week    0

    e.    Studio hours per week                    0                f.    Credits                      3

    g.    Course description

          This course reviews the quest for a knowledge based in educational administration.  It begins with a survey of the history
          of education and organizational thought in the United States, examining scientific management, human relations,
          bureaucracy, and the theory movement.  The course also reviews more recent attempts to capture the knowledge base
          including the University Council of Educational Administration's article bank, *PRIMIS*, and the *Standards for School
          Leaders* from the Interstate School Leadership Licensure Consortium.  The course emphasizes epistemologies used to
          generate a knowledge base in educational administration tracing the evolution of thought and vocabulary within the
          profession.

    h.    Prerequisites (if any)

          Permission of instructor

    i.    May be repeated to a maximum of    NA                                                    (if applicable)

4. To be cross-listed as

          NA
          _____                          _____
          Prefix and Number                                Signature, Chairman, cross-listing department

5. Effective Date        Fall 2003                                (semester and year)

6. Course to be offered              X    Fall        ☐  Spring        ☐  Summer

7. Will the course be offered each year?                                          X    Yes    ☐  No
   (Explain if not annually)

8. Why is this course needed?

    This course provides students with an understanding of the evolution of thought and practice in educational administration.
    Further, this course content serves as a foundation for doctoral study and for reflective practice.

          By whom will the course be taught?        Dr. James S. Rinehart

          Are facilities for teaching the course now available?                      X    Yes    ☐  No
          If not, what plans have been made for providing them?

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# APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?     15-18 students

11. Will this course serve students in the Department primarily?          ☒ Yes   ☐ No

    Will it be of service to a significant number of students outside the Department?          Yes   ☒ No
    If so, explain.

    Will the course serve as a University Studies Program course?          ☐ Yes   X  No

    If yes, under what Area? _____

12. Check the category most applicable to this course

    X     traditional; offered in corresponding departments elsewhere;

    ☐     relatively new, now being widely established

    ☐     not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the
    University of Kentucky?          X  Yes   ☐ No

4. Is this course part of a proposed new program:          ☐ Yes   X  No
   If yes, which?

5. Will adding this course change the degree requirements in one or more programs?*          ☐ Yes   X  No
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?

    Name   Dr. James S. Rinehart _____          Phone Extension   7-4293 _____

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

# APPLICATION FOR NEW COURSE

**Signatures of Approval:**

_James A. Rinehart_
<div align="center">Department Chair</div>

_Robert Shapiro_
<div align="center">Dean of the College</div>

11/13/02
<div align="center">Date</div>

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<div align="center">Date</div>

<div align="center">*Academic Council for the Medical Center</div>

<div align="center">Date</div>

<div align="center">*Senate Council (Chair)</div>

<div align="center">Date of Notice to University Senate</div>

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<div align="center">ACTION OTHER THAN APPROVAL</div>

Rev 8/02

# Seminar in Administration:
# Knowledge Base

# EDA 700

# Course Syllabus

University of Kentucky
College of Education
Department of Administration & Supervision

## Catalog Description

This course focuses on the quest for a knowledge base in educational administration. It begins with a survey of the history of education in the United States then examines the thoughts of early superintendents. The course then proceeds through a period of 125 years to the University Council of Educational Administration's attempt to capture the knowledge base in cooperation with McGraw-Hill with an article bank (PRIMIS) and to the Council of Chief State School Officers' attempt to capture the knowledge base through the Interstate Leadership Licensure Consortium. 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 reflection about practice.

## Prerequisite

Program status or instructor consent.

## Major Course Objectives

By the end of the semester, students will be expected to
- Be conversant with the literature and prominent authors;
- Be familiar with vocabulary;
- Become aware of their knowledge base; and
- Be able to discuss the issues surrounding the knowledge base in educational administration.

## Academic Resources

### Required Resources/Readings:

American Psychological Association. (2001). *Publication manual,* 5th edition, Washington DC: Author.

Campbell, R. F., Fleming, T., Newell, L. J., & Bennion, J. W. (1988). *A history of thought and practice in educational administration.* Columbia University, New York: Teachers College Press.

Capper, C. A. (1995). An otherist poststructural perspective of the knowledge base in educational administration. In R. Donmoyer, M. Imber, & J. J. Scheurich (Eds.), *The knowledge base in educational administration: Multiple perspectives* (pp. 285-299). New York: The State University of New York Press.

Council of Chief State School Officers. (1996). *Interstate School Leaders Licensure Consortium: Standards for school leaders.* Washington DC: Author. (available at: www.ccsso.org/isllc.html)

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.

Cunningham, W. G. , & Cordeiro, P. A. (2003). *Educational leadership: A problem-based approach, 2nd ed.* Boston: Allyn & Bacon.

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.

Griffiths, D. E. (1995). Theoretical pluralism in educational administration. In R. Donmoyer, M. Imber, & J. J. Scheurich (Eds.), *The knowledge base in educational administration: Multiple perspectives* (pp. 300-309). New York: The State University of New York Press.

Lindle, J. C. (1995). A knowledge base that promotes creativity – toward a rhetorical knowledge base for educational administration. In R. Donmoyer, M. Imber, & J. J. Scheurich (Eds.), *The knowledge base in educational administration: Multiple perspectives* (pp. 257-266). New York: The State University of New York Press.

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. 3-26). New York: Longman.

Prestine, N. A. (1995). A constructivist view of the knowledge base in educational administration. In R. Donmoyer, M. Imber, & J. J. Scheurich (Eds.), *The knowledge base in educational administration: Multiple perspectives* (pp. 267-284). New York: The State University of New York Press.

Other readings/handouts as selected by instructor

**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 expectations pertain specifically to this course.

**Course/Instructor Expectations**

**Written Work.** As a school administrator, you are entrusted with the public's most precious resource – the learning of our nation's youth. As a good steward of this resource, school leaders must commit themselves to the highest professional standards in all that they do. Relative to this course, these standards apply to the completion of all course expectations and assignments. This is especially true in written communication, as written work reflects and documents the author's

commitment to excellence, clear communication, and ability to attend to detail. Therefore, all written communication submitted for credit in EDA 771 must be of high quality, commensurate with your station as doctoral level graduate student. All written work must be clear, concise, well organized, and grammatically and technically correct. Written work that does not reach a level of excellence in content, conventions, and style, will be returned for revision prior to assignment of credit.

**Assignment Submission.** All course assignments are to be submitted to the instructor as an electronic attachment to an email (in Microsoft Word or rich text format). The instructor may also ask that an assignment or revision be submitted in hard copy. All written work should be in 12 pt. font and should adhere to guidelines presented in the *Publication Manual of the American Psychological Association, 5th Edition.*

**Attendance and Participation.** Regular attendance at each class session is *expected and essential* to gain the full benefit of course content. Additionally, active and appropriate participation in class is a valuable contribution to your own learning and that of your class peers. The instructor acknowledges, however, that professional responsibilities may conflict with class attendance from time to time, and that students must make decisions about these priorities. The University of Kentucky defines acceptable reasons for absence as a) serious illness, b) university-related trips, c) major religious holidays, and d) other circumstances that the instructor finds to be reasonable cause for nonattendance.

Students are responsible for notifying the instructor (preferably via e-mail) of the reason for any absence *prior to class*. In the event of an emergency, notification is expected as soon as possible. The instructor may require additional assignments from the student depending on the nature of the class session missed or upon the number or reason for absence(s). Please note that regular class attendance and appropriate participation comprise a substantial portion of the course grade. It is the student's responsibility to obtain copies of class handouts, notes, and assignments from a class peer.

**Access to Technology.** Students will be required to interact with their peers, to communicate with the instructors, and to submit all assignments electronically via email attachments. Students may also be required to access course materials and readings via the Internet or from the course Web site. Students are *required* to obtain regular access to an email account and to the Internet in order to complete these important class functions. If access to technology is a problem, students are encouraged to discuss the situation with the course instructor as soon as possible.

**Assigned Readings.** It is incumbent upon professionals to read regularly from the literature of their field. Students in this course will be expected to complete all reading assignments prior to class, and to participate in the discussion of the content of those readings. In addition, several recommended readings have been

included in the bibliography provided with this course syllabus. These additional readings will serve to enhance the students' understanding of the selected topic and guide further reading in the field.

## Course Assignments

**Critiques.** The purpose of the three critiques (Empiricist and Scientific Management, Human Relations, and Behavioral Science Eras) is to provide students an opportunity to reflect on the developmental eras of educational administration and to observe the application of these developmental eras to specific educational settings. Each critique should be completed in three parts. First, provide a description of an observation or an event that recently happened in the educational organization in which you presently work. Second, write a narrative about your understanding the era being reviewed, using a minimum of three citations from relevant literature where appropriate. Finally, discuss the event in relation to the era being studied. (For example, when reading about scientific management, did the event you described resemble Taylor's time and motion studies?)

**Primis/UCEA Document Base Group Presentation.** The purpose of this assignment is to work cooperatively as a group to survey and summarize the information provided through the UCEA Document Base and to present that summary to your colleagues. The presentation will provide a survey of the taxonomy and the overview essay of the domain of knowledge to which your cooperative group has been assigned. Each group will conclude the presentation by providing personal reflections regarding the implications that the taxonomy and overview essay hold for each of three educational settings: P-12, higher education administration, and educational administration preparation programs. The summary will be presented in PowerPoint, and electronic copies of the presentation will be provided to the instructor and all class members.

**Final Examination Paper.** This examination paper is designed to simulate a qualifying exam question and to evaluate your understanding of the search for a knowledge base in educational administration. Qualifying exam questions may be "sit downs" (usually a three hour block of time) or "take home" papers. Either way, there is an expectation that the answer reflect an understanding of the vocabulary, concepts, and authors from the reading. In addition, responses should be supported by the use of authors' ideas, concepts, and writings. This 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.

## Grading Procedure and Scale
Course grades will be based upon cumulative points on all assignments and upon class participation. The relative weighting for each of these expectations is listed below.

| Class Assignments/Expectations | Points Possible |
|---|---|
| Empiricists and Scientific Management Era Critique | 15 |
| Human Relations Era Critique | 15 |
| Behavioral Science Era Critique | 15 |
| Primis/UCEA Document Base Presentation | 15 |
| Final Examination Paper | 25 |
| Class Attendance and Participation | 15 |
| **Total** | **100** |

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

**Student Responsibility**
Students have a major responsibility for their own learning. The instructor will provide assistance with questions about the course content or the program. Students are encouraged to network with their class peers and to contact the instructor to seek assistance as needed.

**University of Kentucky Policies Applicable to this Course**
Adopted University of Kentucky academic policies apply in this course. These are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*, available online at www.rgs.uky.edu/gs/bulletin/bullinfo.html. Important policies include but are not limited to those on attendance, cheating and plagiarism, course withdrawal, incomplete grades, and on acceptable standards of English.

The instructor retains absolute discretion concerning the acceptance of required assignments after the established due dates and reserves the right to lower the grade on assignments that are submitted late.

If a class session must be canceled due to bad weather or other unforeseen circumstances, the instruct will make every possible effort to contact you in sufficient time to avoid an unnecessary trip to class.

The instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as an addendum.

# Tentative Course Calendar

| Session | Topic | Reading | Due |
|---|---|---|---|
| 1 | Introductions<br>Discussion of Doctoral Program<br>Course Introduction | | |
| 2 | Early American Education<br>Early Theorists<br>Early Empiricists | Culbertson<br>Campbell, Ch. 1 | |
| 3 | Scientific Management Era | Culbertson<br>Campbell, Ch. 2 | First Critique |
| 4 | Human Relations Era | Campbell, Ch. 3-4 | |
| 5 | Human Relations Era (cont.) | Lipham | Second Critique |
| 6 | Behavioral Science Era | Campbell, Ch. 5-6 | |
| 7 | Behavioral Science Era (cont.) | Handouts | Third Critique |
| 8 | Multiplicity Era and Emerging Theories | Donmoyer<br>Griffiths<br>Cooper<br>Prestine<br>Lindle<br>Cunningham &<br>Cordeiro | |
| 9 | Traditionally Excluded Voices | Shakeshaft<br>Ikpa | |
| | No Class, UCEA Annual Meeting | | |
| 10 | UCEA and PRIMIS | Primis chapter as assigned | Group Presentation |
| 11 | CCSSO and ISLLC | ISLLC | |
| 12 | Role of Higher Education | Campbell, Ch. 7-9 | |
| 13 | Role of Higher Education | Handouts | |
| 14 | Concluding Thoughts, Review, Evaluation | Campbell, Ch 10<br>Campbell, Epilogue | Course Evaluation |
| 15 | | | Final Project |

## ADDITIONAL RESOURCES FOR EDA 771

**NOTE: The content in this course requires students to review historical literature to understand the progression of the literature in educational administration. Thus, many of the references in this review are older than in many courses.**

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. (1996). Special issue: Postpositivist conceptions of science in educational administration. Thousand Oaks, CA: Corwin Press.

Erickson, D. A. (Ed.). (1977). *Educational organization and administration.* Berkley, CA: McCutchan Publishing.

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, F. (1979). *Administrative theory in education. Text and readings.* Midland, MI: Pendall Publishing.

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

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

Murphy, J., & Louis, K. S. (Eds.). (1996). *Handbook of research on educational administration: A project of the American Educational Research Association, 2nd ed.* San Francisco: Jossey-Bass.

Tyack, D. & Hansot, E. (1982). *Managers of virtue: Public school leadership in America, 1820-1980.* New York: Basic Books.

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

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