**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** EDLD 8240

**Course Title:** Trends and Issues in Educational Administration

**Credit Hours:** 3 semester hours

**Prerequisites:**  None

**Corequisites:** None

Dr. Eddie V. Obleton

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Columbus, GA. 31906

CLASS WILL BE HELD June 7th and 8th at Opelika Middle School Opelika Middle School: 1206 Denson Drive Opelika, AL 3680.

July 23th, 24th, 25th: We will meet at Auburn City Schools Central Office: Auburn City Schools**,** 855 E Samford Avenue,Auburn**,** AL36830

**2. Date Syllabus Prepared:** May 12, 2010

**3. Texts:** Marx, G. (2006). Future focused leadership: Preparing schools, students, and communities for tomorrow’s realities. Alexandria, VA: ASCD. ISBN# 978-1-4166-03219-4.

**4. Course Description:**

Trends and issues affecting educational institutions with particular attention to development of administrative procedures to cope with educational changes. Class “AA” school administration certification.

1. Course Objectives based upon standards of knowledge (K), performance (P), and dispositions (D) and the administrator standards required by the Alabama State Department of Education as noted by codes A1-E2:

To explore pervasive and critical school issues by considering divergent views and inform educators about the views in a seminar setting.

**6. Course Content:**

**a. Introduction to class objectives and guidelines.**

Introduction to and discussion of current issues in educational administration.

**b. Class interaction**:

1. Members of assigned groups will brainstorm possible educational issues affecting education at the local and state level in Alabama and the Southeast.

2. Each group will develop a comprehensive explanation of Gary Marx’s 16 Trends and how they relate to educational leadership.

3. Each group will present the list of ideas to the class and demonstrate why the issues were selected and how they are relevant to education in Alabama.

4 Through consensus, the class will select five (5) educational issues from the total list presented by the groups.

5. Each group will choose one (1) of the five issues to research for a class presentation.

**c**. **Research**: Groups will conduct computer searches in RDB Library for literature relative to the topic chosen for the class presentation (1:30 pm - 4:30 pm). Research library resources as needed. Prepare a presentation for June 29th not to exceed one hour including questions from the class following the presentation.

Activities and assignments: Overview of course and requirements; Lecture; Select groups for class interaction. Class discussion. Research education issues.

Resources: Overhead transparencies/slide presentation; video; computer lab.

**d**. **Class Group Presentations**

**Presentation Guidelines:**

a. Develop an **introduction/overview** and rationale for presenting the topic. Provide a thorough overview of the issue.

b. Present **who** in education is **for** the issue. Why?

Present **who** in education is **against** the issue. Why?

c. What does the **literature say** about the issue AND the relevance to the local school district and/or state?

d. What **position** does your group take regarding the issue? Why?

e. Present the **defense of your position**, according to the literature, in a 30 minute Power Point presentation. The final presentation needs to be emailed during the final weekend of class. You may supplement this presentation with handouts, activities, video clips etc.

f. Be prepared to answer questions from the class following the presentation.

**7. Course Requirements:**

**A. In-Class Activities:** This will be a **seminar class requiring a high level of student participation**. Students are expected to complete all reading assignments prior to each class and to be prepared to compare and contrast; analyze; and synthesize ideas during class discussion. Various activities are designed to provide practice in the application of theories and principles presented in the text, class lectures, case studies, and discussions. These activities **may** be collected, checked and recorded.

**B. Group Project Presentation:** Develop a topic presentation. The topic for research will be provided by the instructor. Each project presentation should last no longer than **45 minutes** with an additional **15 minutes** for questions and discussion at the end of the presentation. You may use any resources you wish, i.e., journal articles, ERIC documents, reference books, Internet resources, etc. The presenter should: **(a)** provide a complete overview of the topic (introduction), **(b)** literature review including **at least 5 law cases** as references cited using the Publication Manual of the American Psychological Association (4th ed.), APA- style of writing will be used , **(c)** current applications of the topics in school systems or in your particular field, and **(d)** the presenters will provide each member of the class with a single page handout to include the outline of the topic presentation and the reference list. **(See Guidelines for presentations in this syllabus)**. **A formal paper is required in addition to the presentation (See part 5 in guidelines).**

**C. Examination:** The exam will cover assigned readings, class lectures, and discussions. The format of the exam will be short essay and/or objective questions.

**D. Class Participation/discussion/Attendance:** Class attendance and punctuality are expected and required to successfully complete this course. Final grades will be weighted regarding class attendance. Each class meeting is 5 points for a total of 50 points. Each absence **will** necessitate the reduction of the class participation/discussion evaluation by 5 points.

**8. Grading and Evaluation:**

Class participation/discussion 50 points

Class Presentation 50 points

**\***Project Paper 50 points

Exam 100 points

**\***Article Critiques 100 points

Total 350 points

**\* All papers to be turned in should be stapled only. Do not use acetate folders or binders.**

**Grading Scale**

A = 325 and above

B = 290-324

C = 245-289

D = 244-195

F = 194 and below

**9. Class Policy Statements:**

**A. 9. CLASS POLICY STATEMENTS:**

**1.** **Class Attendance.**

Although attendance is not required, students are expected to attend all classes, and will be held responsible According to University and COE Policy:

“A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

1. If an instructor chooses to require attendance, the attendance policy must be consistent with the university attendance policy outlined in the *Tiger Cub*. Instructors may not invoke grade penalties for appropriately documented excused absences.

B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.” From: <http://education.auburn.edu//files/file1610.pdf>

D. “Specific policies regarding class attendance are the **prerogative of individual faculty**; policies regarding the effect of absences on the determination of grades should be stated in writing at the beginning of the course.” Page 31 of the Tiger Cub: <http://www.auburn.edu/tigercub/handbook.html>

E. **Specific instructor rules in regards to attendance:**

* As graduate students, you are expected to attend class **regularly** and **on time**. If you are absent from class there is absolutely no way to make up this time with fellow class mates and therefore an alternative assignment will be in order if the absence is excused and you have followed the university guidelines concerning the absence.
* Make-up work If a project or examination is missed, a make-up will only be given for University approved excuses as outlined in the Tiger Cub. Arrangements to make-up the work must be made in advance. You have one week from the date of the absence to make arrangements with me. The alternate assignment will take place within the following two weeks.
* If deadlines for projects/and or assignments are missed because of illness, a doctor’s statement for verification of sickness is required. Students should clear the absence with the instructor by e-mail as soon as possible. Other unavoidable absences from class must be documented and cleared with the instructor **in advance.**
* Only those absences recognized by university policy will be considered.
* An alternative assignment, possibly a written examination will be administered to the student in order to assess comprehension of the material which was missed during the absence(s). The alternate assignment will count 15 points.

**2. Disability Accommodations.** Students who need special accommodations provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**3. Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Specific contingency plans for this course:**

In the event the faculty member becomes ill or Auburn University closes we will use Blackboard to complete group projects and individual assignments. All course work is presently posted on Blackboard. This includes session folders, weekend assignments, written assignments and individual and group projects. In the event we are not able to meet students will be instructed to complete assignments via on-line submission.

Students will be expected to:

1) Follow university policy concerning excused illness.

2) Complete all assignments via “Blackboard".

3) All group work will be posted as video or PowerPoint

4) Instructor will use Auburn University email for all correspondence with students.

5) In the event the professor is ill Dr. Reames will notify the EFLT office of said illness and students will receive an email stating cancellation of face-to-face class.

**4.** **Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below: o Engage in responsible and ethical professional practices

o Contribute to collaborative learning communities

o Demonstrate a commitment to diversity

o Model and nurture intellectual vitality

**5.**  **Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. Please see the following which have been copied directly from the Provost’s website concerning Student Academic Honesty Code: <http://www.auburn.edu/academic/provost/story.html?1149111436000133>

**Additional notes from instructor:**

Please pay particular attention to rules 6 and 8 and be perfectly clear that I consider turning in assignments more than once to the same professor OR turning in the same or closely resembled assignment to two or more professors to be **cheating.** For example, a paper that is submitted to my class for my grade should not resemble another assignment in my class NOR should it resemble a paper which is submitted to another professor. You should never turn in assignments which have been completed for other classes. If you think that this could be a problem because of the nature of the assignment given by the professor(s) you should bring this to my attention ahead of submission. But please understand I will pursue actions outlined by Tiger Cub and the Honesty Code Policies if I feel the Honesty Code has been violated.

Directly from the Honesty Code:

**TITLE XII**

CHAPTER 1200 Definition  
1200.1 This act shall be known as the Student Academic Honesty Code. The Student Academic Honesty Code applies to all students taking classes at Auburn University. Students in either the College of Veterinary Medicine or the School of Pharmacy, while taking classes in these schools, shall be subject to honesty codes published and distributed within each school. The following regulations are designed to support the interests of Auburn University, its students and faculty, in maintaining the honesty and integrity essential to and inherent in an academic institution.  
CHAPTER 1201 Violations  
1201.1 Violations of the Student Academic Honesty Code are:  
1. the possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code;  
2. knowingly giving assistance to another person in such preparation;  
3. selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor;  
4. the submission of themes, essays, term papers, design projects, theses and dissertations, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or dissertation, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes;  
5. altering or attempting to alter an assigned grade on any official Auburn University record. This violation may also be subject to review and action by the University Discipline Committee;  
6. an instructor may delineate in advance and in writing other actions he or she considers a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code.  
7. altering or misusing a document (e.g., university forms, infirmary or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee.  
8. knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor.  
9. serving as or enlisting the assistance of another as a substitute in the taking of examinations.**Student Information**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Local Address:**

**Street Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City, State Zip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone #: (H) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (W) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Do you have any learning challenges I need to be aware of?

The rest of the information is optional but it will help me get to know the class members better.

Degree and/or area of study in which you are presently enrolled at AU

What do you hope to accomplish as a graduate student at AU?

Why are you taking this course?

Do you or have you worked in a professional career? If so, briefly explain what you do or did.

What do you like most about Auburn University, graduate school, and the classes you have taken. What do you like least?

If you could change one thing about your professional, educational, or personal life what would it be?