

**ED213: Introduction to Education Administration  
American University of Beirut  
Faculty of Arts and Sciences  
Department of Education**

**COURSE LEARNING OUTCOMES:**

ED213 introduces educational administration as a field of study and practice. The student is expected to understand the history of and theories of educational administration, to understand the important challenges that educational leaders face daily, and to assess his/her own interest in and suitability for a career in school administration. After completing the course, students are expected to be able to:

- Understand leadership theory as it applies to educational contexts;
- Understand the complex and varied roles of school principals;
- Recognize different managerial styles used by administrators;
- Discuss the dynamics of complex organizations and their environments;
- Identify their personal leadership styles and strengths and weaknesses;
- Appreciate the problems and processes of introducing structural change.

**RESOURCES AVAILABLE TO STUDENTS:**

The primary text for students is M. Hanson (1996) Educational Administration and Organizational Behavior (Boston: Allyn and Bacon, 4<sup>th</sup> Edition); additionally students will be expected to examine and become acquainted with at least five periodical journals in the field of educational administration (from a list provided by the professor); and students will be given photocopied chapters from other textbooks in the field, such as Bolman and Deal (1990) Modern Approaches to Understanding and Managing Organizations, T.J. Kolwalski (1993) Contemporary School Administration: An Introduction, J. M. Shafritz (1987) Classics of Organizational Theory, G.C. Ubben (1992) The Principal: Creative Leadership for Effective Schools, and C. Shakeshaft (1989) Women in Educational Administration.

**GRADING CRITERIA:**

The final course grade will be determined from the following assignments.

Final written comprehensive examination (essay and objective items):	30%
One additional written test about half way through the course:	25%
Written assignment based on interviewing a practicing principal:	10%
Preparation of an oral & written annotated bibliography of 5 articles:	15%
Quality of classroom participation (professor's assessment)	10%
Two short written homework assignments	10%

## SCHEDULE

	<u>Topics</u>	<u>Activities for class</u>	<u>Assignments</u>
Week 1:	Getting organized	Students take MBTI & Type A/B On line version	Hanson, ch 1 & 2
Week 2:	Using case studies Leadership types	Lecture: Bureaucracies case analysis	“Toledo Case”pp 37-38 Type A/B people
Weeks 3-4	Classical & open system theory	Lecture: four classical leadership types	Hanson, ch 3 “Moose Case” p. 72
Weeks 5-6	Leadership types  theory	Bolman & Deal Frames “my” type	Hanson, ch 4-6 Handout of B & D
Week 7	Forms of power Motivation	Lecture on power Review of theories	Hanson, 7-8 Turn in interview paper
Week 8	Review of theory Written test	Q & A in class	Review Hanson 1-8
Week 9	Stress & conflict Communication	The Lofflin Case Role Play	Hanson, ch 9-10 Written #1- “Lofflin
Weeks 10-11	Change	Lecture on change “Dusty Computers”	Hanson, ch 11-12 Analyze case; written #2
Week 12	Decision making Exercise”	Class role play	“The Lifeboat
Week 13	Roles of principals	Lecture	handout materials
Week 14	Oral Reports on Library research	class critiques	Articles from annotated bibliographies

Final examination will include all course material; questions will be a combination of objective items, discussion items, case analysis, and essays.

## COURSE POLICY:

Students are expected to attend all of the weekly sessions. Any absence or tardiness, especially in a class that meets only once per week, is discouraged. More than two unexcused absences will result in a final grade reduction of 10%. Late written assignments are NOT accepted unless prior arrangements have been made or an accident or illness or unavoidable event occurred.