

GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION
COURSE SYLLABUS

Spring/Summer, 1996

Block 2

GSU ARCHIVES
 EDAD 621
 SS 96

Course Title: Foundations of School Administration and Organization
Course Number: EDAD 621
Credit: Three--Graduate
Professor: Larry Freeman

Catalog Description:

Introduction to the study of educational administration with emphasis upon the nature of the administrative process, administrative theory, and long-range planning and personnel management; overview of structure, governance, policy of public education, and school reforms at the local, state, and federal levels including legal, business, financial, and the political, social, and cultural contexts of schools. Administration of schools and programs including multicultural contexts of schools. Administration of schools and programs including multicultural student populations and exceptional children. *Prerequisites: Graduate status and twelve hours of professional education.*

Required Texts:

Kaiser, Jeffrey S. (ed.), *Educational Administration*, 2nd ed., Stylex Publishing Company, 1993

Instructional Objectives:

Upon completion of this course, the student should be able to:

- Analyze concepts and theories related to administrative tasks and the administrative process.
- Analyze the nature of the school administrator's role in the context of the social, political, multicultural, multiethnic, bureaucratic, and changing institutions.
- Apply the decision-making process to issues, problems and concerns facing the school administrator in the framework of our society.

Date	Activity	Reading	Exams and Papers
5/14	Introductions and Expectations		
5/16:	Job Descriptions-Processes	Leadership (Chapter 1)	
5/21:	Job Descriptions-Processes	School Site-Based Management (Chapter 10) Assessment of Administrators (Chapter 7). Stufflebeam Articles	Reflection I
5/23	Interviews	Personnel Administration and Empowerment (Chapter 8).	Exam I (1,7,10 and Stufflebeam)
5/28:	Strategic Planning	Strategic Planning (Chapter 6)	Reflection II
5/30:	Strategic Planning		Interview Report

Date	Activity	Reading	Exams and Papers
6/4:	Strategic Planning	The Role of the Administrator in the Curriculum (Chapter 5) Microcomputers in Educational Administration (Chapter 11).	Reflection III
6/6	Curriculum	Staff Development (Chapter 9)	Exam II (5, 6, 8, 11 and Schwartz)
6/11	Curriculum	Supervision and Evaluation of Teachers (Chapter 2)	Reflection IV
6/13:	Community	The Community (Chapter 4)	Reflection V
6/18	Community		Board Observation
6/20:	Individual Consultation		
6/25	Student Discipline	Legal and Financial Aspects of Administration (Chapter 3)	Exam III (2, 3, 4, 9)
6/27	Student Discipline		Project Due
7/2	Student Discipline		Reflection VI

Requirements

All written assignments prepared outside of class must be typewritten or machine printed and double-spaced. The assignment should be clearly organized so that it is clear how the paper responds to the statement of the assignment. Criteria for evaluation of all writing assignments include coherence, responsiveness to the assignment, and use of conventions typical of standard written English.

Reflections

At six sessions indicated on the schedule, students will present a 'reflection paper' no longer than two pages. These papers are informal and present the reflections of the student on topics covered in the last or the last few sessions, with emphasis on application of these concepts and ideas in situations with which the student is familiar. These papers will be graded acceptable and unacceptable. The papers will address the topics indicated below:

1. Leadership: Describe the qualities of a leader for whom you would want to work?
2. Leadership: Does leadership inhere in positions or is it situational?
3. Planning: How can meaningful planning be done when everything is uncertain?
4. Curriculum: Should skills such as collaboration, interpersonal relations, and critical thinking be addressed explicitly and straightforwardly in the curriculum?
5. Curriculum: Explain the teachers in your building the advantages of not using textbooks.
6. Student Discipline: To what extent should parents and students participate in the developing of expectations for student behavior?

Observation at school board meeting.

Based on your observation of a regular school board meeting, write a short paper, no more than two pages, that responds to each of the following questions;

1. How did you find out about where and when this meeting was to be held? How did other attendees other than staff or board members find out?

2. Who attended this meeting? Number of board members, staff such as superintendent, general public, representatives of various groups, news reporters.
3. Who was *really* in charge of the meeting? How could you tell?
4. What decisions were made during the meeting? Were they routine or unique decisions?
5. Was there a closed session during the meeting? Could you tell what decisions were made during this closed session?
6. Were the issues discussed strictly local or did they have their source in national or state trends, legislation, or best practices?
7. Where did the agenda for the meeting come from? Who developed it? How could you tell?

Interview: School Site Based Management

Interview a principal or a superintendent regarding her/his perspective and/or experience with school site based management. Write a two page summary of this interview in which you discuss and critique the advantages and disadvantages identified by the interviewee.

Project:

Each student, or group of voluntarily organized students in the class, will present a project or paper that relates to one of the five themes in the course. The perspective taken on the topic must be *administrative* rather than *instructional*. The materials submitted concerning the project or the paper must state a problem, explain the significance of the problem, present one or more solutions to the problem, and assess the worthiness of the proposed solution. The project must use relevant research on the topic. The project may be based on a survey of an appropriate audience, be presented as a video or audio tape, be presented in the form of a Web page, or in the form of a traditional paper. If class participation is needed for a brief time, every effort will be made to make such time available.

The presentation must include sufficient copies of an abstract so that each member of the class may receive a copy of the abstract.

Examinations:

There will be three one hour examinations based on the material presented in the text and any handouts provided by the instructor. The examinations may include short answer, multiple choice, and brief essay questions. The criteria used in evaluating short answer and brief essay questions will be responsiveness to the question, the accuracy of the content, coherence of the presentation, and the validity of any critiques provided by the student. It is assumed that all students will use the conventions of standard written English.

Evaluation:

Each of these the following will count for the percentage of the course grade indicated.

Reflections	20%
Board Observation	10%
Interview	10%
Examinations	35%
Project	25%

Other Information

Assessment or Evaluation

One of the major goals of this course developing the capacity of the student to accurately assess the quality his/her own work and of the student's colleagues. Therefore, assessment of work and contributions--whether on going or summative at the end of a course--may include the student's assessment as well as assessments by one or more of the student's fellow students, and the faculty member. In all cases, the faculty member determines the grade to be awarded. However, the grade assigned by the faculty member may reflect, in part, the student's ability to accurately assess the quality of his/her work and contributions and the work and contributions of colleagues.

Working with Colleagues

Because it is increasingly clear that students learn more effectively when working together and because almost all adults in professions other than teaching do so, this course encourages students to work together in groups in order to learn how to effectively structure groups, work in them and assess their productivity.

Students are encouraged to propose and carry out assignments in teams. In such cases, submission of any such assignment must include a statement that explicitly outlines the responsibilities of each team member. All other requirements are the same as for individually submitted work. Each member of the team is evaluated separately and as a part of the team, and his/her work may be found more or less satisfactory than that of other team members.

Academic Integrity

Students who commit one or more the acts listed below will be subject to academic discipline and may receive a failing grade in the course regardless of prior performance.

1. Cheating: Blatant examples include copying answers on tests, using without authorization someone else's data; representing hypothetical data as actual data or assisting others in such practices.
2. Plagiarism: Examples include representing the words or data produced by another as your own; using one's own words in presenting the ideas of another without properly acknowledging the source of the ideas or providing one's own materials to another to submit as his/her own work.
3. Evading Student Group Responsibilities: Examples include failing to work productively with or to meet reasonable expectations established by a group of students assigned to work on a project; falsely representing the work of a student group as incorporating one's contributions; and otherwise preventing a student work group to complete its work through actions such as excessive absences from its meetings or activities.

Student Opinions and Evaluation

Evaluation in this course is not based on the views held by any or all students. Expectations regarding student opinions and views are as follows:

1. Discussion and expression of all views relevant to the subject matter in covered in the course is encouraged, subject only to the duty of the instructor to maintain order and facilitate learning of the concepts and skills outlined in the syllabus.
2. Students are expected to learn thoroughly the content or master the skills associated with a course but are free to take reasoned exception to the data or views offered and to reserve judgment about matters of opinion;

Other Items

Assignments and due dates may be added, deleted, or revised by the professor should he judge that doing so will create a better academic experience for students.

A grade of incomplete is granted only upon the *written request* of the student and when the professor judges that doing so will enhance the academic experience of the student. Students who do not complete the course and do not officially drop it will receive a grade based on any work they have submitted. Completion of less than 70% of the course assignments regardless of their quality will result in an 'F'.

Attendance will not be taken. Students are expected to attend all class sessions since achieving the course objectives requires participating in class meeting activities.

