

GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/Division of Education

COURSE SYLLABUS



Course Title: Foundations of School Administration and Organization
Course Number: EDAD 621
Credit Hours: Three – Graduate
Professor: Clinton Desmond
Trimester: Fall 1997

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 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,
- Apply the decision-making process to issues, problems and concerns facing the school administrator in the framework of our society.

EDAD 621 - Foundations of School Administration and Organization
Page 2

DATE	ACTIVITY	READING	EXAMS and PAPERS
Week 1 (9/8)	Introductions and Expectations		
Week 2 (9/15)	Job Description-Processes	Leadership (Chapter 1) Matranga article	
Week 3 (9/22)	Job Descriptions-Processes	School Site-Based Management (Chapter 10) Assessment of Administrators (Chapter 7) Stufflebeam articles	Reflection 1
Week 4 (9/29)	Interviews	Personnel Administration and Empowerment (Chapter 8)	Exam 1 (Chapters 1, 7, 10; Stufflebeam; Matranga)
Week 5 (10/6)	Strategic Planning	Strategic Planning (Chapter 6)	
Week 6 (10/13)	Strategic Planning		Interview Report
Week 7 (10/20)	Strategic Planning	The Role of the Administrator in the Curriculum (Chapter 5) Microcomputers in Educational Administration (Chapter 11)	Reflection 2
Week 8 (10/27)	Curriculum	Staff Development (Chapter 9)	Exam 2 (Chapters 5, 6, 8, 11)
Week 9 (11/3)	Curriculum	Supervision and Evaluation of Teachers (Chapter 2)	
Week 10 (11/10)	Community	The Community (Chapter 4)	Board Observation
Week 11 (11/17)	Community		Reflection 3
Week 12 (11/24)	Student Discipline	Legal and Financial Aspects of Administration (Chapter 3)	Exam 3 (Chapter 2, 3, 4, 9)
Week 13 (12/1)	Student Discipline		
Week 14 (12/8)	Student Discipline		Project Due Reflection 4
Week 15 (12/15)	Student Discipline		

EDAD 621 - Foundations of School Administration and Organization
Page 3

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 American English. (Also see Appendix I regarding writing in this course)

Reflection Papers

Each student must submit four one- to two-page(s) papers on the topics listed below:

1. What are the characteristics of the school leader for whom you would like to work?
2. Should skills such as critical thinking, problem solving, and working effectively with others be explicitly taught in the same way that skills in reading and mathematics are taught?
3. In your view, what is the appropriate role for the school's community in developing and implementing policies such as those concerning student discipline, evaluating personnel, and use of school after hours?
4. What role, if any, should students have in developing and implementing policies or practices in areas such as student discipline, evaluating personnel, and how subjects will be taught?

Observation at school board

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 attendees other than staff or board member 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-pages summary of this interview in which you discuss and critique the advantages and disadvantages identified by the interviewee.

EDAD 621 - Foundations of School Administration and Organization

Page 4

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 one.

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 American English.

Evaluation:

Each of the following will account for the percentage of the course grade indicated –

Reflections	25%
Board Observation	10%
Interview	10%
Examinations	25%
Project	30%

Other Information

Assessment or Evaluation

One of the major goals of this course is developing the capacity of the student to accurately assess the quality of his/her own work and of the student's colleagues. Therefore, assessment of work and contributions -whether ongoing or summative- 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 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 nearly 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; his/her work may be found more or less satisfactory than that of other team members.

EDAD 621 - Foundations of School Administration and Organization

Page 5

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; misrepresenting hypothetical data as actual or assisting others in such practice.**
- 2. Plagiarism: Examples include representing the words or data produced by another as your own; using one's own words to present 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 covered in this course are 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 thoroughly learn 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 otherwise revised by the professor, should he determine that doing so will create a better academic experience for students.

A grade of Incomplete ("I") will be assigned only upon *written request* from the student and if the professor determines that such a grade assignment will enhance the academic experience of the student. Students who do not complete the course and do not officially drop from the course will be assigned a grade based on any work they have submitted. Completion of less than seventy percent (70%) of the course assignments, regardless of their quality, will result in a grade assignment of "F".

A record of class meetings' attendance will not be kept. Students are expected to attend all class sessions, since achievement of the course objectives requires participating in class meeting activities.

Appendix I
Writing in EDAD 621 - Foundations of School Administration

The purposes of the writing in this course are to assist students in understanding and demonstrating the following commitments in their writing:

1. I am responsible for what I write.
2. I am responsible for assuring that competent readers will not unknowingly misread or misinterpret my writing.
3. I am responsible for not lying or in any way misrepresenting what I know to be true or untrue.

Writing is a moral act, an act that has significant consequences in the development of mutual understanding between and among individuals and groups. As a result, the writer becomes the warrant for what is stated in his/her writing in a personal and professional sense. The writing is accepted at face value simply because the author has caused it to be distributed to at least one other reader.

In addition, it is incumbent upon the writer to use the common available conventions of standard written American English. These conventions include:

1. Correct spelling, word usage, punctuation and accepted grammatical structures.
2. Patterning of sentences, paragraphs, and other formal writing structures in accordance with competent readers' understanding and use of such structures for interpretation.

In other words, the author is expected to write in a manner that causes as few problems as possible for the reader(s), as he/she/they interpret(s) the writing.

Finally, the writer, as the one who warrants what has been written, implicitly represents to the reader that what is written is true. *True*, as used here, may mean empirically true, true when certain assumptions or hypotheses are accepted as true, or true in terms of the universe of discourse assumed by the writer.

When empirical truth is claimed, the usual conventions of empirical testing must be recounted and observed, either through direct reporting of the writer's observation or testing or citation to reports prepared by other reputable writers.

When the truth or certain assumptions or hypotheses are accepted as true in order to explore their meaning or application, the writer becomes responsible for enumerating and describing all of the relevant assumptions and hypotheses, the reasons for assuming the truth or falsity of the assumptions or hypotheses, and insuring the validity of logic or logics used in the exploration.

When the kind or type of truth is explicitly or implicitly conveyed through the structures of the discourse itself, as in journals, satirical works, memoranda, and other commonly used genres, the writer is obligated to clearly reveal the structural elements of the writing in order to permit reliable interpretations by the reader.