

G O V E R N O R S   S T A T E   U N I V E R S I T Y  
COLLEGE OF EDUCATION/DIVISION OF EDUCATION

COURSE SYLLABUS

COURSE TITLE: Elementary and Secondary School Administration and Supervision

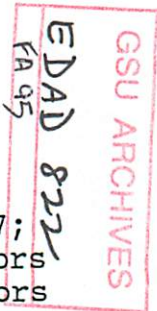
COURSE NUMBER: EDAD 822

CREDIT HOURS: 3 Graduate Hours

INSTRUCTOR: Kenneth A. Peterson, Superintendent Emeritus  
Brookwood School District 167;  
Director, Honeywell - Governors  
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Guild; University Lecturer

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TRIMESTER: Fall 1995



Catalog Description:

An examination of the elementary and secondary school with emphasis on the role of the principal and his/her relationship with personnel; administrative behavior analyzed in terms of task and processes that aid in improving educational programs. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated material which includes an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed.

Required Text:

Kaiser, J., et al. 21st Century Principal (1994). Milwaukee, WI: Kaiser & Associates, Stylex Publishers.

Instructional Objectives:

To provide students with the opportunity to:

1. demonstrate knowledge of concepts in the topical areas listed below identifying and defining subsystems of each concept and their corresponding key researchers.
2. demonstrate comprehension of their knowledge of each topical area by comparing differing views on each topic.
3. demonstrate their ability to analyze simulated and/or real organizational problems by categorizing the problems, investigating the circumstances, and selecting appropriate courses of action.
4. demonstrate their ability to synthesize new structures by planning more favorable principal responses to organizational problems.

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5. demonstrate their ability to evaluate administrative systems through assessment and critique of their own and other systems.

Topical Outline

Topic 1	Leadership and Organizational Behavior Chapter 1
Topic 2	Change - Reform Effective Schools Chapter 2
Topic 3	Organizing and Scheduling: Past and Present Chapter 3
Topic 4	Ethical and Legal Responsibilities Chapter 4
Topic 5	Diversity: Prerequisite for Survival Chapter 12
Topic 6	Supervision and Evaluation of Teachers Chapter 5
Topic 7	Administering Student Services and Special Education Chapters 7 & 8
Topic 8	School Based Management of Contacts and Finances Chapters 6 & 10
Topic 9	School-Community Relations Chapter 9
Topic 10	Quality Schools Chapter 11

Learning Activities and Evaluation:

- Assessment #1 will cover all readings and class lectures to date.
- Assessment #2 will cover the entire course.
- Assessments #1, #2 and assignment #3 will be weighted equally.
- Course work reflecting excellence will receive an "A".

Assignments:

1. Each student shall design a case problem. The case will:
  - a. be an actual case from the student's own experiences, or
  - b. be an actual case learned from interviewing someone who is a principal or an assistant principal. Produce sufficient copies of the case problem for distribution to all class members.
  
2. Each student shall submit to the instructor a solution to her/his own case problem. Assume that one can not go back and change what has already happened. Therefore, answer the question of what should NOW be done to solve the problem. Since this is an actual case, an attempt to solve the problem may have already taken place. If you are not satisfied with the actual solution, state what the solution was and how you would have changed the solution.
  
3. Each student will produce a major course paper. The paper shall be 10 to 15 typed, double-spaced pages including a bibliography of approximately 15 items specific to the topic. The paper's topic may be anything within the realm of the administrative duties of the principal. Avoid topics more appropriate to other courses such as curriculum development, school law, community relations, etc. The paper will be well documented with references to the literature supporting each main idea footnoted throughout. The style of footnoting is left up to the student. You may want to consider the following style manuals: a) the APA Style Manual; and b) Kate Turabian's Manual of Style.

The paper should have an opening statement(s) that clearly defines the issue or trend clearly.

The main body of information should be integrated from a review of literature appropriate to the topic. In other words, your "gut level" feelings will be received with less criticism if you can *back up* such hunches with support from appropriate references to the literature.