

California State University San Marcos
College of Education

EDAD 612
Elementary, Middle, and Secondary School Organization
and Management – 2 Units
Fall Semester 2007
Tuesday, 7:30-9:15 PM
UH 439

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, lifelong learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October 1997.)

Instructor:

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Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by telephone at (760) 7450-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations

should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Description:

The role of the site administrator in the administration and management of elementary, middle school, and high schools is studied, along with the organizational structure and function of the school itself. Students will investigate, analyze, and evaluate the roles of state and federal governments in the context of school and district governance process. Implications for leadership in the development and operation of comprehensive educational programs at the school site will be studied.

Course Prerequisite:

Consent of Program Coordinator

Goals:

This course will assist the candidate to:

- Organize and manage the structural and functional relationships in elementary and secondary schools
- Implement appropriate and effective managerial practices in schools
- Implement effective and efficient shared decision-making and governance models
- Effectively and efficiently manage school resources
- Apply appropriate technology to school managerial functions and operations

Course Objectives

- Know the nature of decision-making in developing and implementing elementary and secondary policy and procedures
- Know how to apply major behavioral objectives for various schools and devise methods for their evaluation
- Know how to identify appropriate personnel to serve in various teaching, support, clerical, custodial, and administrative positions in schools
- Know the nature of leadership, management, and administration and their site-specific applications
- Understand organizational culture as it relates to various school levels
- Understand and implement shared decision-making
- Know how to identify, administer, and manage all resources needed for the implementation of specific educational programs
- Understand relations with external communities including business and industry
- Know how to identify, administer, and manage all resources needed for the implementation of specific educational programs
- Understand relations with external communities including business and industry

Course Requirements and Grading Policy

1. Each student will be expected to attend all class sessions and participate in class discussions. If you are unable to attend or will be late, please let the instructor know in advance. (25%)
2. Students will be given reading assignments. Please come to class prepared to discuss the topic and share your thoughts. (25%)
3. Students will be given written assignments, which will involve an analysis of various topics. This will include the development of a context map. (25%)
4. Each student will make a final presentation to the class. This will also include a written analysis of the topic chosen. (25%)
5. Any assignments turned in late will receive a reduced grade. Students should contact the instructor accordingly.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80 percent of class time, or the student may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, he/she should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December 1997.)

Writing Policy:

In keeping with the All-university Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages), which can be administered in a variety of ways. This course will have weekly writing assignments related to case studies and other readings assigned.

Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the

university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

It is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Textbooks and Resource Materials

- *Education Week*
- Snowden and Groton, School Leadership and Administration, 7th Edition

Tentative Class Schedule

August 28, 2007	Overview of course
September 4, 2007	State and federal role in public education School administration and ethics Review your career goals
September 11, 2007	Organization of local school districts Build a context map
September 18, 2007	Governance of local districts How does the school board function? Develop presentation teams and select topics
September 25, 2007	School finance at the federal, state, district, and site levels Presentations
October 2, 2007	Collective bargaining What site administrators need to know Presentations
October 9, 2007	Board meeting attendance Make a written report of your observations
October 16, 2007	Student discipline issues Presentations
October 23, 2007	Special education and issues of litigation Presentations
October 30, 2007	School reform efforts Curriculum and Instruction Improving student achievement Presentations
November 6, 2007	Human Resources Selecting and evaluating personnel Presentations
November 13, 2007	Leadership components Judgment, How to develop it Presentations

November 20, 2007

Finish reports and readings

November 27, 2007

School site administrative organization
How to build the site budget

December 4, 2007

Final class