CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
Fall 2009

EDAD 612
Elementary, Middle, and Secondary School Organization and Management
CRN #41287
Tuesdays starting Nov 3rd, 4:30-9 PM
UH 337

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Office Hours: Mondays and Tuesdays, University Hall 305, 2:30-4:15 pm

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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, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

Candidates learn how to ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Effective leadership, management concepts, and strategies that contribute to student achievement are addressed. The professional participation of all personnel in the school community is emphasized.

Course Prerequisites
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

Required Texts

School Leadership and Administration,
Judy Alston & Richard A. Gorton,
McGraw-Hill, 8th Edition

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.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Leadership Standards (CPSELs)

This course will provide opportunities for participants to develop their leadership knowledge, skills, and depositions for:

Standard 1: Shared vision
Standard 2: School culture
Standard 3: Management of the organization
Standard 4: Working with a diverse school community
Standard 5: Personal ethics and leadership capacity
Standard 6: Influencing the larger political, social, economic legal, and cultural context

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% of class time, or s/he 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, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located

in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, 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 Requirements

Guidelines for EDAD612 Assignments and Grading Standards

The following factors will be considered in determining a final grade:

Assignment	Due date	Grade percentage (100%)
1. **Participation and engagement**: Students are expected to engage in class assignments and discussions based on knowledge of texts and assigned readings. The Context Map will be revised and updated. Students will participate in a Professional Learning Community where they will be part of a team to share expertise on how teams and committees function.	**On-going**	**10%**
2. **#1-Annotated Bibliography:** Write annotations (between 3 and 5) of current research of best practices in organizational leadership from businesses or schools. Each annotation should be between 50 and 100 words. Use APA format for citations and include an introductory and a summary paragraph.	**November 10**	**20%**
3. Write a **Case Study** that includes: **# 2 Part One**: Collect data from a committee in your school site or district. Include the major goals, the role of the leader, the culture, effective and non-effective communication, how decisions are made, examples or a recent conflict and if it was resolved, and a change initiative that is taking place that affects group dynamics in the committee. **# 3 Part Two**: Compare school or district data about your committee with "best practices" research from your annotated bibliography.	**November 17** **Dec. 1**	**20%** **20%**
3. **# 4** Develop an **Action Plan** to improve the organizational effectiveness of the committee you wrote about in your case study. Include the data and your research. This paper will fulfill the 2500 word written requirement of the class.	**December 8**	**20%**
5. **# 5 Presentation**: As part of a professional learning community, you will be asked to present on a topic of key importance to the class. The report may be on Web CT or deliver to the class.	**Per calendar**	**10%**

Note: All assignments must be submitted on or before due dates.

Students will be expected to complete all course requirements according to established deadlines and expectancies of graduate level students. Any assignment turned in late will receive a reduced grade.

All University Writing Requirement

<u>All University Writing Requirement</u> – In keeping with All University Writing Requirement, this course will have a writing component of at least 2,500 words. This requirement will be met through written responses, reports, and reflections related to the assignments.

CSUSM 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 written work and oral presentation assignments must be original work. 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:

As an educator, 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.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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Tentative Schedule

Date	TENTATIVE Activities and Assignments
Session 1 **Nov. 3**	▪ Assignment Discussion ▪ Introduction to EDAD612 and Course Overview ▪ Communication Roles of the Effective Administrator, Chapter 1 ▪ Sustaining a Positive School Culture Through Shared Decision Making, Chapter 2 ▪ Context Map ▪ Case Study
Session 2 **Nov. 10**	▪ Assignment Discussion ▪ The Nature and Consequences of Role Conflict, Chapter 5 ▪ Approaches to Conflict Resolution and Management ▪ Case Study
Session 3 **Nov. 17**	▪ Assignment Discussion of Reading ▪ Elements of Organizational Culture, Chapter 6 ▪ Shaping the School Culture ▪ Case Study
Session 4 **Nov. 24 Web CT Furlough**	▪ Web CT threaded discussion ▪ Motivating Through Effective Communication, Chapter 4
Session 5 **Dec. 1**	▪ In Basket Activity ▪ Creating a Professional Learning Community, Chapter 3 ▪ Presentations ▪ Context Map
Session 6 **Dec. 8**	▪ Managing Change in Schools, Chapter 7 ▪ Case Study ▪ Final evaluation

Furlough Days

       Due to the devastating effects of current budget crisis in California, all faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are [here or in the course syllabus schedule].

       The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [http://www.csusm.edu/budgetcentral/] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

       Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies, thus subsequent revisions to this syllabus may occur.

       My nine furlough days for the fall semester will be:
September 8, 18
October 16, 23
November 6, 23, 24, 25
December 18
       Please see the university website for reduced services furlough days (every other Friday) for the university.