

**California State University San Marcos
COLLEGE OF EDUCATION**

**EDUCATION 612
Elementary, Middle, and Secondary School
Organization and Management
2 Units
Rm UH 441
7:30 – 9:15 pm**

INSTRUCTOR:	Delores B. Lindsey, Ph.D.
Office Location:	University Hall #315
Office Telephone:	(760) 750-8544
Email:	dlindsey@csusm.edu
Office Hours:	Tuesdays – 3:00 PM – 4:30 PM or by appointment

Mission Statement of the College of Education, CSU San Marcos

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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community, October, 1997).

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.

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))

All University Writing Requirement

This course meets the university's writing requirement of at least 2500 words. Students are expected to use academic writing style consistent with graduate level courses. Written assignments will include out of class assignments as well as in class 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 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.”

Course Description:

The role of the site administrator in the administration and management of elementary, middle school/junior high, 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 the school and district governance process. Implications for leadership in the development and operation of comprehensive educational programs at the school site will be studied.

Goals:

This course will assist the candidate to:

- Organize and manage the structural and functional relationships in elementary & 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.

Objectives:

Upon completion of the course the candidate will:

- ◆ Know the nature of decision-making in developing and implementing elementary and secondary policy and procedures.
- ◆ Know how to identify appropriate personnel to serve in various teaching, support, clerical, custodial, and administrative positions in schools.
- ◆ Understand and apply major behavioral objectives for various schools and devise methods for their evaluation.
- ◆ Know the nature of leadership, management, and administration and their site-specific applications.
- ◆ Understand general concepts and specific application of site and school level appropriate personnel management.
- ◆ 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.

Texts:

- Cunningham, William. G., & Cordeiro, Paula A., Educational Administration, A Problem-Based Approach (2000), Allyn and Bacon
- Snowden and Groton, School Leadership and Administration, 5th Edition

Course Requirements:

- Each class member will be expected to attend class regularly and participate in class discussions.
- Each student will write and submit a *professional goals* paper.
- Each student will prepare a *topic paper* on a current issue facing educational leaders.
- Each student will prepare a *context map* that displays the current influences on local school environments.

- Students should come to class having read the assigned case and textbook readings.
- Students will write a final essay demonstrating their knowledge and understanding of the course content applied to a school setting.

Grading Policy

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

1. Attendance

If you miss two class sessions or are late (or leave early) for more than three sessions you cannot receive a grade of "A". Due to the dynamic nature of this course, all students are expected to attend all classes and participate actively. Should a student miss more than 20% of class time, s/he may be dropped from the course at the discretion of the instructor. Should the student have extenuating circumstances, I urge you to contact the instructor as soon as possible.

2. Text-based class participation

3. Written assignments are given based on “mastery” of the content and academic format for the paper. Based on the instructor’s feedback, students may make improvements on papers and may resubmit the paper for additional grade consideration.

4. Case Study Analysis

5. Presentations are graded on both oral presentation skills and content presented.

6. Final essay

7. All assignments must be submitted on or before due dates. Points are deducted for late assignments.

Assignments:

Each student is expected to keep a portfolio notebook that includes course syllabus, class notes, assignments, research articles, and summary comments on current events. Assignments are due on dates set by the instructor. Failure to submit the assignments in a timely manner may result in loss of grade points. Students are expected to use webmail.csusm.edu as the source of their email address. The instructor will use email for announcements, reminders, and feedback for students.

Context Map:

Each student will design/draw a graphic organizer displaying the current context of schools under the impact of social, political, economic, legal, and cultural influences. The map will be a class activity as well as an out-of-class assignment. The Context Map will be submitted on

October 4, 2005 for evaluation. The map then becomes a “work in progress” as the context of schools change.

Professional Goals:

Write a 2 page paper describing your professional goals. Be sure to include both short- and long-term thinking. The assignment will be evaluated on the thought and organization the student has given to their professional future. These goals will be referred to throughout the semester. The professional goals paper is due in draft form on **October 25, 2005**.

Topic Paper:

Select a topic related to school leadership that you have interest in learning more about. Describe a variety of perspectives, research findings, and references that support any positions or recommendations you may take. Your topic paper should not exceed five pages and should be double-spaced. All topic papers are due on or before **November 15, 2005**. The instructor will assist you with the selection of your topic.

Oral group presentations:

Students will work in groups of 4 or 5. Present to the class a challenge related to school leadership. Develop the issue with your group and make recommendations for how you would deal with this challenge. At the conclusion of your problem-solving activity, please distribute to the class a two-page description of the problem and solutions you would recommend. **Presentations should be approximately 15 minutes and include all group members in the preparation and presentation.**

Final Essay:

The final essay will include information from class discussions, readings, and current events. It will be a take-home essay and is due on **December 6, 2005**. The essay topics will be distributed on November 29, 2004.

Grading:

Class participation	15%
Context Map	15%
Professional Goals paper	10%
Group presentation	15%
Topic paper	25%
Final essay	20%
A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	Below 60 points

TENTATIVE SCHEDULE and TOPICS

<u>Date:</u>	<u>Topics and assignments:</u>
08/30/05	Introductions, course overview, and expectations. “Why do you want to be an administrator?” Build cohort community
09/06/05	Schools in today’s complex environment.
09/13/05	<i>Build a Context Map</i> State and Federal Role in Public Education, Introduction of Case study format
09/20/05	Readings and discussions - Organization of School Districts, Case Study, Cunningham, Chapters 2 and 5
09/27/05	Readings and discussions - Governance of Local School Districts
10/04/05	Readings - Concepts of School Law at the School Site, Cunningham, Chapter 11 <i>Context Map due</i> Group presentation
10/11/05	Readings - Concepts of Finance at the School Site, Cunningham, Chapter 12 Group presentation
10/18/05	Readings - Collective Bargaining and Site Leadership, Cunningham, pp. 309-310 Group presentation
10/25/05	Student Learning and Assessment - Field Work Update, Cunningham, Chapter 8 <i>Professional Goals draft paper due</i> Group presentation
11/01/05	Readings - School Reform, Case Study, Cunningham, Chapter 3 Group presentation
11/08/05	Readings - Case Study, Relations with the External Public Including Business and Industry, Cunningham, Chapter 4 Group presentation

- 11/15/05 Readings - Selecting and Evaluating Personnel, Cunningham, Chapter 10
Topic paper due
Distribute final essay topics
- 11/22/05 Readings - The Organizational Culture of Schools,
Case Study research
- 11/29/05 The Nature of Leadership,
Cunningham, Chapters 6 & 7
- 12/06/05 Leadership for today's schools. Who will do this work?
Final essay due.