

COURSE OUTLINE

THE ORGANIZATION AND ADMINISTRATION OF ELEMENTARY AND SECONDARY EDUCATION

ELPS 665

MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

CATALOG DESCRIPTION

Elementary and Secondary Education school in the organizational structure of the American educational system. Relationship and organization of the federal, state, intermediate and local levels. Particular emphasis will be give to the internal organization, structure, cultural context and administration of the school. Emphasizing and encouraging personal responsibility for developing, articulating and refining the values, beliefs and assumptions that guide our professional practice.

PLACE OF COURSE IN THE CURRICULUM

A requirement for the Master's Degree in Educational Administration and the Preliminary Administrative Credential.

COURSE PERFORMANCE OBJECTIVES

This course is designed to provide students with information and experiences that enable them to develop knowledge competency in the following areas:

1. Acquainted with current administrative and supervisory practices in public schools.
2. An understanding of the federal government's role in education, the state's provisions for organization, administration and supervision of public education and intermediate, local and city, school district organizations.
3. An understanding and appreciation of the duties and responsibilities of school administration.
4. Reflective thinking for the purpose of solving problems, making decisions, facilitating changes and producing new knowledge.
5. To think through his/her own position on issues in elementary and/or secondary administration.
6. Familiarity with the literature and research in the area of elementary and/or secondary administration.

COURSE CONTENT

1. The Organization of Education in the United States (Federal, State, County, District)
 - Organization and administration of federally funded and state administered programs
 - Organization and administration of categorical and special state programs
2. The Internal Organization of the School
 - The Elementary/Secondary Principal and the Principalship
 - The administration of the school site and facilities
 - School site management
 - Organization and administration of pupil personnel
3. The Organization and Administration of Curricular and Instructional Programs
 - California Curriculum Standards and State Reform documents

- Student assessment
 - Evaluation of School Programs
 - Testing programs and procedures
4. Public Relations Processes and Techniques
 - Understanding and working and communicating with students and parents of various language and cultural backgrounds
 - Child abuse and the role of school personnel
 5. Issues and Trends in Elementary/Secondary Education

STANDARDS ALIGNMENT – Preliminary Administrative Services Credential
 (ELPS 650 – distribute California Standards to students and discuss.)
Standards 1, 2, 3, 4, 5, 6 California Professional Standards for Educational Leaders (CPSEL)
Standards 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 Standards of Candidate Competence and Performance

TEXTBOOKS

Instructors may choose from the following texts. For use of a textbook other than those listed, instructor must obtain approval from Department Chair.

Hoyle, English and Steffy. *Skills for Successful 21st Century School Leaders*. American Association of School Administrators, 1998

ADDITIONAL READINGS

- Case studies and decision-making simulations that will cover various course objectives and content.
- Other publications and journals related to Elementary/Secondary administration.
- Students should avail themselves of the course bibliography, other texts and journals.

COURSE REQUIREMENTS AND GRADING POLICY

1. Each student will be expected to complete all assigned reading and actively participate in class activities which means attendance and promptness.
2. Lecture presentations, seminars and discussions.
3. A team topic written and oral presentation.
4. Student presentations oral and written reports.

5. Objective/essay examination.

ACADEMIC HONESTY POLICY

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person, who will receive academic credit are all impermissible. The California Code of regulations in Section 41301, Title 5 is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2002-2004, pp523-524).

COURSE SCHEDULE

| Date | Readings/Assignments | Topic/Course Content |
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