

EOL 540
PUBLIC CONTROL AND ADMINISTRATION OF EDUCATION
COURSE SYLLABUS
FALL, 2008

INSTRUCTOR:

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Wednesdays,
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REQUIRED TEXTBOOKS:

Cunningham, William G. and Cordeiro, Paula A. (2006). *Educational Leadership: A Problem-Based Approach*, Third Edition. Boston, MA: Pearson Education, Inc., ISBN: 0-205-46634-6.

Reinhartz, Judy, and Beach, Don M. (2004). *Educational Leadership: Changing Schools, Changing Roles*, Boston, MA: Pearson/Allyn and Bacon, ISBN: 0-205-34103-9.

GENERAL DESCRIPTION

Provides the basic common understanding of theory and practice in operation and control of schools useful to teachers and other citizens; analyzes both formal and informal influences on governance; and serves as an introductory course for prospective administrative officers and supervisors. 1unit.

ASSIGNMENTS

A variety of approaches will be used to develop student competencies in this course. **First**, students will be required to make (4) group presentations on topics of importance to school principals and others interested in educational administration. A listing of possible topics for these presentations will be distributed during the first class meeting. Students should plan to spend (30) minutes on each presentation, including time for discussion. They should also distribute a brief written summary of important research findings on the topics presented. These documents should be hole-punched, so they can be included into a course notebook. Students should use the UIUC library, the Internet, and other tools to conduct their research. Electronic copies of each presentation should be emailed to the instructor. **Second**, students will be required to submit an individually written research paper on a selected topic on the public education in the United States. Topics included in the: textbooks, syllabus, and listing of topics for individual presentations are acceptable for the research papers. **Third**, if you are a student, who was admitted into your degree program after the summer of 2003, there are specific requirements for the second paper. This paper will be included in your "EOL Professional Program Portfolio." Requirements for the second paper are as follows: Each student will prepare

a formal, substantial, and well reasoned statement of belief and attitude about the leadership role of public school administrators, including perceptions of building administrators' obligation to create and manage an effective learning community, to nurture student inquiry and reflective thinking, to instill a sense of community membership, and to implement the use of technology for educational purpose. **Fourth**, students will be expected to attend each class meeting, complete all assignments, and fully participate in discussions.

TOPIC OUTLINE, READING, AND STUDY ASSIGNMENT LISTING

Class

Sessions

Topics

Assignments

#1-8/27/08-Education Building, Room 389

Introductions, discussion of course requirements, and review of topics for group presentations and individual papers

Review the Interstate School Leaders Licensure Consortium's (ISLLC) School Leaders

Formulate student groups and begin conducting research on their first group presentation.

#2-9/3/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Chapter 13.

Discuss the context for change and the importance of teams and professional learning communities.

Groups 1 & 2 make their first group presentation.

Conduct research on group presentations.

#3-9/10/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Chapters 2 & 3.

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 6.

Discuss school reform and decision-making in public education.

Groups 3 & 4 make their first group presentation.

Conduct research on group presentations.

#4-9/17/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Second Edition, Chapters 5 and 11.

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 4.

Discuss the organizational structure and legal issues of public education.

Groups 1 & 2 make their second group presentation.

Conduct research on group presentations.

#5-9/24/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Second Edition, Chapter 1.

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapters 1 and 2.

Discuss administrative theory and educational leadership.

Groups 3 & 4 make their second group presentation.

Conduct research on group presentations.

#6-10/1/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Second Edition, Chapters 6 and 7.

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 3.

Discuss moral and ethical leadership, program development, and human resource management

Groups 1 & 2 make their third group presentation.

Conduct research on group presentations.

#7-10/8/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Second Edition, Chapter 8.

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 8.

Discuss program development and curriculum alignment to meet state standards.

Groups 3 & 4 make their third group presentation.

Conduct research on group presentations.

#8-10/15/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Second Edition, Chapters 10 and 12.

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 7.

Discuss human resources and resource allocations in public education.

Group 1 makes their fourth group presentation.

Conduct research group presentations.

#9-10/22/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Second Edition, Chapter 9.

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 10.

Discuss special education, professional development, and best practices.

Group 2 makes their fourth group presentation.

Conduct research on group presentations.

#10-11/05/08-Education Building, Room 389

Read: Cunningham & Cordeiro (2006). *Educational Leadership: A Problem-Based Approach*, Second Edition, Chapter 4.

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 5.

Discuss school desegregation.

Group 3 makes their fourth group presentation.

Conduct research on group presentations.

Research paper is due

#11-11/12/08-Education Building, Room 389

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 9.

Discuss accountability models

Group 4 makes their fourth group presentation.

Paper for Portfolio is due

Course evaluation

#12-12/3/08-Education Building, Room 389

Read: Reinhartz & Beach (2004). *Educational Leadership: Changing Schools, Changing Roles*, Chapter 9.

Discuss accountability models

Group 4 makes their fourth group presentation.

Paper for Portfolio is due

Course evaluation

We may not need to meet on this date.

STUDENT EVALUATION

Student's performance in the course will be evaluated by:

- The presentation of (4) group research topics during class meetings. This course requirement will constitute forty percent of the final course grades.
- The submission of an individually written, research paper. The paper will constitute forty percent of the final course grades. The paper should be (15-18) pages in length and must be written in the APA format.
- The second paper should be (4-6) pages in length and will be reviewed for content and “EOL Administrative Program Portfolio” requirements. This paper will be given a pass or fail grade and will not impact on the final course grade, except you will not receive one until this assignment has been satisfactorily completed..
- Attendance and participation in class discussions will constitute twenty percent of the final course grades.

GRADES

Final grades for the course are as follows: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F (fail). Additional information about student grading can be found in the Graduate Program Handbook. Students grades will be reduced by one whole level, i.e., an A+ become a B+, if assignments are turned in late. Students will be given an incomplete and the final course grade will be reduced by one whole point, if all required work is not submitted to the instructor by the final course meeting.

HONOR CODE

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct in this course. Your acceptance of enrollment presupposes your commitment to the principles of an honor code. Therefore, cheating on examinations or the failure to properly cite the work of others will not be allowed.

Public Control and Administration of Education Bibliography

Books and Monographs

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Articles

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