Course Description -

ADVANCED SCHOOL ADMINISTRATION

Prerequisites: EDL 626 AND 627/628

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).

Theory and concepts underlying present-day school administration and supervision. Careful study given to the objectives and activities of the NCPEA and CPEA in developing educational administration theory. Case studies reviewed from the standpoint of humanitarian, prudential, and tempo principals.

Texts


College of Education and Human Development

Conceptual Framework

The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY). The following is the link to the conceptual framework on the COEHD website.

http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/index.html

Course Objectives

Upon completion of this course the student will be able to:

1. Discuss the various structures and influences on cultures within organizations; PS DV
2. Explain why organizational behavior exists in its current forms; CK
3. Communicate an understanding of how long-lasting change takes place in organizations; SM
4. Communicate an understanding about how to overcome the negative effects of change; SM
5. Communicate an understanding of why conflict exists in our schools and society; SM DV
6. Discuss methods of conflict resolution between adults and students; SN
7. Explain the current reform movements and their impact upon education; CK
8. Discuss the different restructuring/ reform efforts in education. CK
9. Discuss the differences and similarities between business and education; CK
10. Discuss methods for establishing cooperative efforts with business/ community to improve education. CK

Course Evaluation

Student performance in the course will be evaluated through a combination of exams, individual projects, professional journal reports, and class participation. Each instructor reserves the right to establish additional methods of evaluation.

References:
There are a number of scholarly journals with which students should become familiar during their studies in educational leadership. Citing some of the most well known journals, they include Administrative Science Quarterly, Educational Administration Quarterly, Journal of Educational Administration, Journal of School Leadership, Journal of Personnel Evaluation, Educational Evaluation and Policy Analysis, Planning and Changing, and Educational Leadership. Students are encouraged to read through these as their interests and curiosity dictate.

Accommodations and Information
Students with disabilities should contact the Office of Student Life at SLU (549-2200) no later than the second week of the semester to be eligible for special modifications and/or accommodations.

Students should refer to the 1999-2000 SLU General Catalog for information about academic honesty.

Deadlines for adding and dropping courses, withdrawal from the university, graduation, and other important information can be found in the same SLU General Catalog.