

# **The School of Education**

## **Syllabus**

Department of Administration and Instructional Leadership

Dr. Jonathan Hughes    hughesj@stjohns.edu

Date of Submission: March 5, 2010

### **EDU 5103 - Educational Governance and Policy Issues**

#### **Rationale and Purpose of the Course**

Recent changes in administrative certification at the Professional Diploma level for District Leaders requires an alternate program be offered for those leaders who have already met the advanced degree requirements, but who have not met new certification standards. This course examines the school community context in considering board policies and the development of working relationships with community members. Topics such as setting standards, understanding accountability roles, the impact of pressure groups, and working with formal and informal ideologies are discussed within the framework of the school system, the political environment, and the ultimate process of policy development.

This course syllabus has been reviewed and approved by the faculty of the School of Education and the Department of Administrative and Instructional Leadership and is being submitted to the Curriculum Committee.

Signature of Chairperson \_\_\_\_\_

Date \_\_\_\_\_

**St. John's University**  
Department of Administrative and Instructional Leadership  
EDU 5103 – Educational Governance and Policy Issues

**COURSE INFORMATION**

Type of Course: In-Class

Credits: 3

Professor: Dr. Jonathan Hughes

Contact:

Office Hours: by appointment

Phone: 631-218-7703

Fax:

E-Mail: [hughesj@stjohns.edu](mailto:hughesj@stjohns.edu)

Location: Queens Campus

Time Requirement: The State Department of Education regulations for New York State require that each graduate course meet for at least 28 hours of instruction to earn three (3) graduate credits. St. John's University requires at least 30 contact hours of instruction and 15 additional hours at home to earn three (3) graduate credits.

**COURSE DESCRIPTION**

This course examines the school community context in considering board policies and the development of working relationships with community members. Topics such as setting standards, understanding accountability roles, the impact of pressure groups, and working with formal and informal ideologies are discussed within the framework of the school system, the political environment, and the ultimate process of policy development.

Through casework, assignments, discussions and role playing, this course develops the theory, characteristics, and practices for effective educational governance in order to achieve consensus and approval on critical school district policy issues. The students will develop an understanding of educational governance theories, their application to specific educational issues, and a practical understanding of conflict resolution. Students will understand the role, relationships and responsibilities of the organizational hierarchy of authority as it relates to politics and policy development.

**STATE COMPETENCIES**

- Communicate and work effectively with parents, students, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the district's goals, expectations, and performance results, and builds support for improving student achievement
- Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school including community relations
- Establish accountability systems for achieving educational goals and objectives
- Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic

- Apply statutes and regulations as required by law, and implement school policies in accordance with law; and
- Design and execute district-wide systems to promote higher levels of student achievement
- Interact and communicate effectively with school board members in developing and implementing district policies, managing change, and managing district affairs

## **COURSE TEXTS AND MATERIALS**

### **Required Readings**

Carver, J. (1997) Boards that Make a Difference, San Francisco, CA: Jossey-Bass.  
 Smoley, E. (1999) Effective School Boards, San Francisco, CA: Jossey-Bass.  
 Eadie, D. (1994) Boards That Work, ASAE Publication, Washington, DC.  
 Maurer, R. E. (1991). Managing conflict. Boston: Allyn and Bacon.  
 Baldwin, R. and Hughes, J (1995) Boards at Their Best, East Rockaway, NY: Cummings and Hathaway.

### **Recommended Readings**

Kowalski, Theodore.(2003). Contemporary School Administration. Allyn and Bacon.  
 Castaldi, Basil.(1994). Educational Facilities: Planning, Modernization, and Management. Allyn and Bacon.  
 King, Richard; Swanson, Austin; Sweetland, Scott. (2002). School Finance: Achieving High Standards with Equity and Efficiency, Allyn and Bacon.

## **COURSE OBJECTIVE(S)**

The students will demonstrate the ability to:

1. Examine the processes to foster a positive organizational climate needed to generate and find approval for new organizational policies.
2. Apply specific strategies in developing and mustering approval for organizational policy.
3. Develop productive conflict resolution strategies for social organizations.
4. Identify the critical elements of a successful strategic planning process.
5. Understand the role, relationships, and responsibilities of the administrator and the board.
6. Use research to examine educational practices and plan for organization improvement.

## **COURSE OUTLINE**

Session 1: A New Vision for Governing Boards: Introduction to Educational Governance and Policy Concepts

Session 2: Policy as a Leadership Tool

Session 3: Designing Policies that Make a Difference

Session 4: Focusing on Results: Clarifying and Sustaining the District's Mission

Session 5: Setting Limits: Standards of Ethics and Performance

Session 7: The Board-Executive Relationship

Session 8: The Board's Responsibility for Itself

Session 9: Policy Development by Levels

Session 10: Officers and Committees: Setting a Work Schedule

Session 11: Using Conflict Resolution Tools to Make meetings Work

Session 12: Redefining Excellence in Governance

## **COURSE EVALUATION OF STUDENT PERFORMANCE**

### **A. REQUIREMENTS**

1. Students are expected to attend class regularly and to prepare themselves for participation by reading the assigned chapters and any additional material assigned by the instructor. Students are also responsible for all assignments, including group work and class presentations.
2. Students will be evaluated according to individual contributions on reading critiques, written case analyses, and synthesis papers for change strategies all contained in individual portfolios. Further assessment will be made of individual and team performance on simulations and presentations.

### **B. ASSIGNMENTS**

1. Class attendance and appropriate participation in class activities are expected. Students will acquire new skills and reinforce existing skills through participation in case.
2. Each student is expected to interview an administrator to ascertain the complexities and the pitfalls of policy analysis. An oral presentation of the interview will occur.
3. A formal paper analyzing aspects of the policy process will be assessed for problem analysis, organizational-ability, and written-communication skills.
4. Each student will also be required to do a high quality project choosing one of the topics listed by the professor. The proposed topic should be outlined on one page, identifying the issue, how you intend to approach the topic, and at least one reference should be identified.
5. Each student will also be responsible for presenting the issue selected to the class. The presentation should be of high quality. Harvard Graphics, Astound or Power Point are good choices. The paper and presentation due dates are identified on the course outline.

### **C. EVALUATION**

Through coursework, readings, discussions, and assignments, students will be evaluated on their work with the following weighted final grade allocation:

Attendance/Class Participation.	10%
Interview	10%
Formal Paper	15%
Project	25%
Final Presentation	40%

A = 93-100

A- = 88-92

B+ = 84-87

B = 80-83

B- = 75-79

C+ = 71-74

C = 65-70

A. Course Participation:

<b>Point Value</b>	<b>Characteristic of Response</b>
0	No response
70	Single entry, no interaction with other participants' postings is evident.
80	The response builds on the ideas of another one or two participants and digs deeper into assignment questions or issues.
90	The response builds on the ideas of another one or two participants and digs deeper into assignment questions or issues. The response addresses all questions and issues.
100	The response integrates multiple views, shows value as a seed for reflection by including other participants' views and promoting further discussion. The response completely addresses the assignments questions or issues.

B. Assignments Criteria

<b>Point Value</b>	<b>Assignments - Use APA format.</b>
<b>0</b>	Assignment is of poor quality, lacking critical analysis.
<b>1</b>	Assignment is fair, but it lacks both the basic insights and sufficient critical summary analysis. APA format was not used.
<b>2</b>	Assignment is clear and the essence of the material is explained well. However, the assignment indicates a lack of critical analysis.
<b>3</b>	Assignment is relevant, the essence of assignment is explained, analysis shows evidence of insight and knowledge of content. APA format was used.

C: Rubric for Scoring the Case Study

95-100	Case study conforms to designated format. Grammar, sentence structure, spelling are correct. Language is both appropriate and professional. All relevant information has been recorded from parent interview, teacher and student surveys. Tests were administered correctly and reported accurately with appropriate tables. Analysis of test results is thorough and accurate. Diagnostic summary is accurate and concise. Hypothesis is appropriate based on interpretation of test results. Recommendations are specific and appropriately address the cognitive, affective and physical needs of the student. Recommendations include suggestions for teachers and parents.
85-94	The above requirements are met with an acceptable degree of satisfaction, but there are areas of improvement.
70-84	The above requirements have been met with a fair degree of satisfaction, and there are many areas in need of improvement.
Below 69	Student has failed to meet an acceptable level of competence when writing a case study and must meet with the instructor to discuss the report and determine guidelines and deadlines for resubmission.

## **COURSE JOURNALS AND RELATED MATERIALS**

**Journal of Educational Governance**  
**American School Board Journal**  
**New York State School Board Journal**

## **COURSE WEBSITES**

<http://www.nyssba.org/scriptcontent/index.cfm>

<http://www.nsba.org/site/index.asp>

[www.NCES.org](http://www.NCES.org)

## **COURSE REFERENCES**

New York State School Board Association  
New York State Education Department websites  
National School Board Association

## **COURSE BIBIOGRAPHIC REFERENCES**

Bailey, W. J. (1991). School-site management applied. Lancaster, PA: Technomic  
Barnard, C. (1938). The functions of the executive. Cambridge, MA: Harvard University Press.  
Bierlein, L. A. (1992). Controversial issues in educational Rolicx. Newbury Park, CA: Sage.

- Blake, R. R., & Mouton, J. S. (1984). Solving costly organizational conflicts. San Francisco: Jossey-Bass.
- Blanchard, K., & Johnson, S. (1982). The one minute manager. New York: William Morrow.
- Blase, J. (Ed.). (1991). The politics of life in schools: Power, conflict, and cool2eration. Newbury Park, CA: Corwin.
- Blumberg, A. (1989). School administration as a craft: Foundations of practice. Boston: Allyn and Bacon.
- Brown, D. J. (1990). Decentralization and school-based management. Philadelphia: Falmer.
- Campbell, R. F., & Layton, D. H. (1969). Policy making for American education. Chicago:University of Chicago, Midwest Administration Center.
- Candoli, I. C. (1991). School system administration. Lancaster, PA: Technomic.
- Cook, W. J. (1988). Strategic planning for America's schools. Montgomery, AL: Cambridge Management Group, Inc.
- Cribbins, J. J. (1981). Leadership: Strategies for organizational effectiveness. New York: AMACOM.
- Deal, T. E., & Kennedy, A. A. (1982). Corporate cultures. Reading, MA: Addison-Wesley.
- Drucker, P. (1982). The changing world of the executive. New York: Truman Talley Books.
- Drucker, P. F. (1967). The effective executive. New York: Harper and Row.
- Duke, D. L., & Canady, R. L. (1991). School Policy. Hightstown, NJ: McGraw-Hill.
- Duttweiler, P. C., & Hord, S. M. (1987). Dimensions of effective leadership. Austin, TX: Southwest Educational Development Laboratory.
- First, P. F. (1992). Educational policy for school administrators. Boston: Allyn and Bacon.
- Fitzwater, I. (1987). Time under control: Efficient self-management in and of the office. San Antonio, TX: Corona.
- Flinchbaugh, R. W. (1993). The 21st century board of education: Planning, leading, transformina. Lancaster, PA: Technomic.
- Gallagher, K. S. (1992). Shaping school policy: Guide to choices, politics, and community relations. Newbury Park, CA: Corwin.
- Getzels, J. W., Lipham, J. M., & Campbell, R. F. (1968). Educational administration as a social process. New York: Harper and Row.

- Gorton, R. A., & Schneider, G. T. (1991). School Based leadership: Challenges and Opportunities (3rd ed.). Dubuque, IA: Win. C. Brown.
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- Griffiths, D. E., Stout, R. T., & Forsyth, P. B. (Eds.). (1988). Leaders for America's schools: The report and papers of the national commission on excellence in educational administration. Berkeley
- Guthrie, J.W., & Reed, R.J. (1986). Educational administration and policy. Englewood Cliffs, NJ: Prentice-Hall.
- Harragan, B. L. (1977). Games mother never taught you. New York: Rawson.
- Holmes, M., Leithwodd, K. A., & Musella, D. F. (Eds.). (1989). Educational policy for effective schools. New York: Teachers College Press.
- Hord, S. M., Rutherford, W. L., Husling-Austin, L., & Hall, G. E. (1987). Taking charge of change. Alexandria, VA: ASCD.
- Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). Open schools/Healthy schools: Measuring organizational climate. Newbury Park, CA: Corwin.
- Kahler, T. (1988). The mastery of management, or how to solve the mystery of mismanagement. Little Rock, AK: Kahler Communications.
- Kaufman, R., & Herman, J. (1991). Strategic planning in education: Rethinking, restructuring, revitalizing. Lancaster, PA: Technomic.
- Maurer, R. E. (1991). Managing conflict. Boston: Allyn and Bacon.
- Maxcy, S. J. (1991). Educational leadership: A critical pragmatic perspective. New York: Bergin and Garvey.
- Mitchell, J. G. (1990). Re-visioning educational leadership: A phenomenological approach. New York: Garland.
- Odden, A. R., & Picus, L. O. (1992). School finance: A policy perspective. Hightstown, NJ: McGraw-Hill.
- Owens, R. G. (1999). Organizational behavior in education (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Poster, C., & Day, C. (Eds.). (1988). Partnership in educational management. London: Routledge.
- Riley, M. (1990). Corporate healing: Solutions to the impact of the addictive personality in the workplace. Deerfield Beach, FL: Heath Communications.



Rothstein, S. W. (1986). Leadership dynamics: Advanced perspectives in school administration. Lanham, MD: University Press of America.

Sergiovanni, T. J. (1990). Value-added leadership: How to Get Extraordinary Performance in Schools. New York: Harcourt, Brace, Jovanovich.

Smith, S. C., & Scott, J. J. (1990). The collaborative school: A work environment for effective instruction. Reston, VA: National Association of Secondary School Principals.

Strike, K. A., Haller, E. J., & Soltis, J. F. (1988). The ethics of school administration. New York: Teachers College Press.

Thompson, A. A., Jr., & Strickland, A. J. (1987). Strategic management. Plano, TX: Business Publications.

Yudof, M. G., Kirp, D. L., & Levin, B. (1992). Educational polio! and the law (3rd ed.). St. Paul, MN: West.

### **STUDENTS WITH DISABILITIES**

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, colleges are required to provide reasonable accommodations for documented disabilities. Such documentation should be on file at the Student Life Office. If students require such services, please see your instructor by the **second class** of the semester.