

## **Syllabus**

### **Instructor Information**

Name

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Office hours

By appointment

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### **Course Information**

Course title

Shared Governance in Schools

Course number

EDUL 6014

Course discipline

Administration

Course description

Students will become familiar with the large body of research on school decentralization. Current interest in decentralization is based on several beliefs: 1) The overall governance of schools will improve if school district policies and rules do not limit individual schools; and 2) Schools will improve if those who are part of the school community are allowed to participate in critical decisions. Students will explore policies, concepts, and political and ethical issues in shared governance as they relate to school improvement for local school systems and for individual schools. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course date

Friday, January 7, 2005 through Monday, May 2, 2005

Location

Web Course

Meeting day(s)

Periodic Assignments, return via e-mail or FAX by Date Due

Prerequisite(s)

None

## **Course Goals**

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In order to gain an understanding of shared governance the student will: 1) analyze a school system's power structure to understand key actors in the context of school governance; 2) analyze and synthesize literature on shared governance; 3) become familiar with the requirements of the A+Reform Act (Georgia Legislature, 2001) and related statutes regarding school councils and understand how policies and procedures are translated into the school environment; 4) determine some advantages and problems in the day-to-day operation of school councils by analyzing cases and through interviewing a policy implementer; and 5) analyze the effects of the school council shared governance initiative on school improvement through interview and document review. 6) analyze the No Child Left Behind Act of 2000 and identify key areas targeted and programs identified for the purpose of general understanding and application.

## **Required Readings**

Required reading

*Reading materials are provided on-line with the exception of the Georgia School Council Manual that is available through your local school or may be purchased on the identified web site, ,*

Required reading

*Website Resources*, <http://www.doe.k12.ga.us> and <http://www.gaschoolcouncil.org>

## **Assignments and Expectations**

Introduction

Students are expected to complete all assigned readings and activities in a timely manner. Assignments are spaced in a manageable time frame, however, students may turn in assignments prior to the due date via email or FAX (see Course Description). DUE DATES are as follows: Assignment #1 (February 25, 2005); Assignment #2 (March 18, 2005); Assignment #3 (April 22, 2005)

Additional information

Course Assessment: Each assignment is graded according to content, use of relevant literature, and use of appropriate APA style (American Psychological Association, 5th Edition). Each assignment is graded according to

comprehensiveness and is based on the following points. Total points for the course equals 100 pts. Assignment #1 (30 Pts.); Assignment #2 (35 Pts.); Assignment #3 (35 Pts); Final Grade is reported as S = 70 points or higher or U - less than 70 points. Students may turn in assignments any time prior to the designated due date. In the event of failure to submit an assignment on the date due, one point from the total points for the assignment will be deducted for each week-day an assignment is late. (Weekend days do not count.) Please do not hesitate to contact the instructor if you have questions or concern about an assignment or a grade received. Grades are posted on line for you to review.

### **University Honor Code and Academic Honesty Policy**

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.

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