



COURSE SYLLABUS

MASTER OF ARTS IN EDUCATION

Curriculum Description

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

Program Objectives

1. **Advanced Knowledge Acquisition:** Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.
2. **Research Proficiency:** Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.
3. **Culturally Responsive Teaching:** Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.



4. **Leadership Development:** Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.
5. **Curriculum and Instruction Design:** Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.
6. **Technology Integration:** Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.
7. **Policy and Advocacy:** Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory:** Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.
2. **Conduct and Analyze Research:** Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.
3. **Implement Inclusive Practices:** Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.
4. **Exhibit Leadership Skills:** Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.
5. **Design Effective Curriculum:** Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.



6.Utilize Technology Effectively: Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

7.Engage in Policy Advocacy: Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.



COURSE SYLLABUS

Course Title:	ADMINISTRATION AND SUPERVISION OF SCHOOL
Credit:	3 Units
Time Allotment:	3 Hours / Week
Professor:	PIC Faculty Email: info@pic.education

I. COURSE DESCRIPTION

This course explores the principles and practices of administration and supervision in educational settings. It covers the roles and responsibilities of school administrators, leadership styles, organizational structures, and the impact of supervision on teaching and learning. Students will engage in critical discussions, case studies, and practical applications of administrative theories.

II. COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Analyze the roles and responsibilities of school administrators and supervisors.
2. Evaluate different leadership styles and their impact on school culture.
3. Develop strategies for effective school management and supervision.
4. Understand the legal and ethical issues in school administration.
5. Apply principles of organizational behavior to enhance school effectiveness.
6. Design a plan for professional development and teacher evaluation.



III. LEARNING OUTCOMES

Upon completion of the 16-week course "Administration and Supervision of School," students will be able to:

- 1.**Analyze Administrative Roles:** Identify and articulate the various roles and responsibilities of school administrators and supervisors within educational institutions.
- 2.**Evaluate Leadership Styles:** Assess different leadership theories and styles, understanding their impact on school culture, climate, and overall effectiveness.
- 3.**Develop Management Strategies:** Create and implement effective management and supervision strategies that enhance teaching and learning processes.
- 4.**Understand Legal and Ethical Issues:** Demonstrate knowledge of legal frameworks and ethical considerations relevant to school administration, including compliance and decision-making.
- 5.**Apply Organizational Behavior Principles:** Utilize principles of organizational behavior to improve school effectiveness and foster a positive working environment.
- 6.**Design Professional Development Plans:** Construct comprehensive plans for professional development and teacher evaluation that support ongoing growth and improvement.
- 7.**Engage with Stakeholders:** Formulate strategies for building and maintaining effective relationships with students, parents, staff, and the community to promote a collaborative school environment.
- 8.**Implement Crisis Management Techniques:** Develop crisis management plans and strategies to effectively respond to emergencies and unforeseen challenges within the school context.



9. Assess Accountability Measures: Critically evaluate assessment and accountability measures to ensure educational programs meet established standards and improve student outcomes.

10. Reflect on Current Trends: Analyze current trends and issues in school administration and supervision, considering their implications for future educational leadership.

IV. LEARNING PLAN

<u>WEEK</u>	<u>LEARNING MATERIALS</u>	<u>LEARNING OBJECTIVES</u>
Week 1: Introduction to School Administration	<u>Learning Materials:</u> <ul style="list-style-type: none"> Hoy, W. K., & Miskel, C. G. (Chapter 1 of "Educational Administration: Theory, Research, and Practice") <u>Activities:</u> <ul style="list-style-type: none"> Class discussion on the evolution of school administration. Reflective writing on personal experiences with school administration. 	<u>Learning Objectives:</u> <ul style="list-style-type: none"> Understand the scope and significance of school administration. Identify key roles of school administrators.
Week 2: Leadership in Education	<u>Learning Materials:</u> <ul style="list-style-type: none"> Fullan, M. (Chapter 2 of "Leading in a Culture of Change") <u>Activities:</u> <ul style="list-style-type: none"> Group activity: Role-play different leadership styles. Reflection paper on a leader you admire in education. 	<u>Learning Objectives:</u> <ul style="list-style-type: none"> Evaluate different leadership styles and their impact on school culture.



<p>Week 3: Organizational Structures in Schools</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Owens, R. G. (Chapter 3 of "Organizational Behavior in Education") <p><u>Activities:</u></p> <ul style="list-style-type: none"> Case study analysis of a school's organizational structure. Class presentation on findings. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Analyze various organizational structures in educational settings.
<p>Week 4: School Culture and Climate</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Gruenert, S. & Whitaker, T. (Chapter 4 of "School Culture Rewired") <p><u>Activities:</u></p> <ul style="list-style-type: none"> Conduct a survey on school climate and discuss results. Create a plan to improve school culture. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Understand the importance of school culture and climate on educational outcomes.
<p>Week 5: Supervision and Instructional Leadership</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Griffen, A. D. (Chapter 5 of "Supervision and Instructional Leadership") <p><u>Activities:</u></p> <ul style="list-style-type: none"> Analyze a video of a classroom supervision scenario. Develop an instructional supervision plan. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Identify effective supervision strategies for instructional improvement.
<p>Week 6: Legal Issues in School Administration</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Wood, R. C. (Chapter 6 of "The Law and Education") <p><u>Activities:</u></p> <ul style="list-style-type: none"> Group discussion on 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Understand legal frameworks governing education.



	<p>recent legal cases affecting schools.</p> <ul style="list-style-type: none"> • Quiz on educational law basics. 	
Week 7: Ethical Leadership in Education	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Strike, K. A., & Soltis, J. L. C. (Chapter 7 of "Ethics and Educational Leadership") <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Case study analysis of ethical dilemmas in education. • Write an ethical leadership philosophy statement. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Examine ethical decision-making frameworks in school administration.
Week 8: Human Resource Management in Schools	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Gorton, R. A., & Schneider, J. A. (Chapter 8 of "Human Resource Management in Education") <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Create a recruitment plan for a specific teaching position. • Role-play interview scenarios. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Analyze recruitment, selection, and retention strategies for school staff.
Week 9: Financial Management in Education	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • McCarthy, R. J. (Chapter 9 of "School Finance: A California Perspective") <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Develop a mock school budget. • Discuss funding sources 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Understand budgeting processes and resource allocation in schools.



	and their implications for school programs.	
Week 10: Community Relations and School Partnerships	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Mapp, K. (Chapter 10 of "Community Engagement in Schools") <p><u>Activities:</u></p> <ul style="list-style-type: none"> Plan a community engagement event. Create a communication strategy for stakeholders. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Formulate strategies for effective stakeholder engagement.
Week 11: Technology in School Administration	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Brown, J. W. (Chapter 11 of "Technology Leadership in Education") <p><u>Activities:</u></p> <ul style="list-style-type: none"> Research and present on a technology tool for school administration. Create a technology integration plan for a school. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Evaluate the role of technology in enhancing school management.
Week 12: Crisis Management in Schools	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Gooden, M. A. (Chapter 12 of "Crisis Management in Schools") Selected articles on recent school crises and responses. <p><u>Activities:</u></p> <ul style="list-style-type: none"> Group project: Create a comprehensive crisis management plan for a hypothetical school scenario. Class discussion on the 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Develop effective crisis management strategies and plans for schools. Understand the roles of administrators during a crisis.



	effectiveness of various crisis management strategies used in real-life situations.	
Week 13: Evaluation and Accountability	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Cohen, D. K. (Chapter 13 of "Educational Accountability: International Perspectives") • Current articles on accountability in education. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Analyze a case study of an educational program's evaluation and accountability measures. • Develop an evaluation plan for a specific educational initiative. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Assess educational programs and their effectiveness. • Understand accountability measures and standards in education.
Week 14: Current Trends and Issues in School Administration	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Selected journal articles and reports on current trends in education (e.g., technology integration, diversity and inclusion, remote learning). <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Group presentations on assigned current trends/issues in school administration. • Write a reflection paper on how these trends might influence future practices in educational 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Analyze emerging trends and issues affecting school administration. • Reflect on the implications of these trends for future educational leadership.



	leadership.	
Week 15: Capstone Project Presentations	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Guidelines for the Capstone Project. Resources for effective presentation techniques. <p><u>Activities:</u></p> <ul style="list-style-type: none"> Students present their capstone projects, focusing on a specific aspect of school administration or supervision. Peer feedback sessions to discuss strengths and areas for improvement in presentations. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Synthesize knowledge and skills acquired throughout the course. Present findings and recommendations effectively to peers.
Week 16: Course Review and Final Examination	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Course review materials, including summaries of key concepts from readings and lectures. <p><u>Activities:</u></p> <ul style="list-style-type: none"> Comprehensive review session, including group discussions and Q&A. Final examination assessing understanding of course content and learning outcomes. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Review and consolidate knowledge gained throughout the course. Demonstrate understanding of key concepts and applications in school administration and supervision.



V. LEARNING OUTPUTS

Upon successful completion of the course "Administration and Supervision of School," students will be able to:

1. **Identify Key Roles:** Clearly articulate the roles and responsibilities of school administrators and supervisors in fostering effective educational environments.
2. **Evaluate Leadership Styles:** Analyze various leadership theories and styles, assessing their impact on school culture, staff performance, and student outcomes.
3. **Develop Management Strategies:** Design and implement effective management and supervision strategies that enhance instructional quality and promote professional development among staff.
4. **Understand Legal and Ethical Frameworks:** Demonstrate knowledge of the legal and ethical issues related to school administration, ensuring compliance with relevant laws and ethical standards.
5. **Apply Organizational Behavior Principles:** Utilize principles of organizational behavior to improve school effectiveness and create a positive school climate.
6. **Create Professional Development Plans:** Develop comprehensive professional development and evaluation plans that support teacher growth and instructional improvement.
7. **Engage Stakeholders:** Formulate strategies for effective communication and collaboration with students, parents, staff, and the community to foster a supportive educational environment.
8. **Implement Crisis Management Strategies:** Develop and assess crisis management plans to effectively respond to emergencies and challenges within the school context.
9. **Assess Accountability Measures:** Critically evaluate assessment and accountability systems to



ensure educational programs meet established standards and improve student achievement.

10. **Reflect on Current Trends:** Analyze and reflect on current trends and issues in school administration, considering their implications for future educational leadership and practice.

VI. REFERENCES:

Core Textbooks

1. **Hoy, W. K., & Miskel, C. G. (2018).** *Educational Administration: Theory, Research, and Practice* (10th ed.). McGraw-Hill Education.

- A foundational text exploring theories and practices in educational administration, emphasizing leadership and organizational behavior.

2. **Fullan, M. (2007).** *Leading in a Culture of Change*. Jossey-Bass.

- This book examines the role of leaders in fostering change within educational institutions and provides strategies for effective leadership.

3. **Owens, R. G. (2016).** *Organizational Behavior in Education: Leadership and School Reform* (10th ed.). Pearson.

- Focuses on the principles of organizational behavior and their application in educational settings, including leadership and reform.

4. **Gruenert, S., & Whitaker, T. (2015).** *School Culture Rewired: How to Define, Assess, and Transform It*. ASCD.

- Discusses the importance of school culture and provides practical strategies for assessment and transformation.



5.**Griffen, A. D. (2018).** *Supervision and Instructional Leadership: A Developmental Approach* (10th ed.). Pearson.

- This book provides insights into effective supervision practices and instructional leadership to enhance teaching and learning.

6.**Wood, R. C. (2013).** *The Law and Education: A Guide for Educators*. Routledge.

- An overview of legal issues and frameworks relevant to education, including the rights and responsibilities of educators.

7.**Strike, K. A., & Soltis, J. L. C. (2011).** *Ethics and Educational Leadership*. Teachers College Press.

- Explores ethical dilemmas in educational leadership and provides frameworks for ethical decision-making.

8.**Gorton, R. A., & Schneider, J. A. (2013).** *Human Resource Management in Education: A Management Approach*. Cengage Learning.

- Focuses on human resource practices in education, including recruitment, retention, and professional development.

9.**McCarthy, R. J. (2012).** *School Finance: A California Perspective* (3rd ed.). Wadsworth Cengage Learning.

- Provides insights into school finance, budgeting, and resource allocation within the educational context.

10.**Mapp, K. (2013).** *Family and Community Engagement in Schools*. Harvard Education Press.

- Discusses strategies for engaging families and communities in the educational process to



improve student outcomes.

11. **Brown, J. W. (2015).** *Technology Leadership in Education*. Pearson.

- Examines the role of technology in educational leadership and provides strategies for effective technology integration.

12. **Gooden, M. A. (2015).** *Crisis Management in Schools: A Comprehensive Guide for Educators*. Routledge.

- Focuses on crisis management strategies and planning in educational settings.

13. **Cohen, D. K. (2011).** *Educational Accountability: International Perspectives*. Routledge.

- Explores accountability measures in education and their implications for school leadership and reform.

Additional Articles and Resources

- Selected journal articles from educational leadership and management journals that address current trends, issues, and research in school administration and supervision.
- Reports and case studies from reputable educational organizations focusing on best practices in school administration.

VII. COURSE REQUIREMENTS

1. Active participation in class discussion is required.
2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams).
Homework must be submitted the next meeting.
3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.



VIII. GRADING SYSTEM

General Average. The students will be graded for two quarters (midterm and final rating periods) according to the following:

▪ Class Attendance	10%
▪ Participation in Class Discussion and Pair/Group Activities	25%
▪ Individual Formative Tests, Homework, Research	25%
▪ Summative Examination (Midterm/Final Exams)	<u>40%</u>
TOTAL	100%

Final Grade. The students will be given a final grade based on their average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2nd quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.

College Equivalent Rating:

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)

<59.4% 0.0 = F (Academic Failure No Credit Earned)

IX. CLASS POLICIES

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including



attendance expectations.

2. No one is allowed to attend a class unless officially enrolled on a credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.
3. In compliance with the University regulations governing class attendance, students who stop attending the class for five (5) or six (6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment (e.g., homework, research paper), quiz/ examination, or participation in group activities.)
4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.
5. Students are excused from classes to participate in university-approved events or competitions. Before missing classes, the participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.



6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.
7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be allowed to take midterm and/or final examinations.

X. Class Participation and Behavior

1. Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights
2. Any form of cheating will immediately earn you a failing grade.
3. If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

***** **END** *****