

Approved Elective Courses for the School Administrator and Supervisor Program (SAS) at Stony Brook University

TO SATISFY THE “APPROVED ELECTIVE” COMPONENT OF THE SAS PROGRAM, PLEASE CHOOSE ONE OF THE COURSES FROM THE LIST BELOW.

CEQ 515 School District Administration (elective for SAS only)

This course is an examination of theories and practices related to school district administration, supervision, and evaluation. Topics included are organizational structure, engaging teachers, staff, and parents in the decision-making process, curriculum, leadership, supervision, staff development, monitoring and evaluating the school's or program's performance and involving staff in making changes, mechanisms for effecting change, establishing and maintaining ongoing cooperation and collaboration between the home and the school, personnel administration, business management, and school law

CEQ 571 School Business Administration (elective for SAS only)

This course presents an examination of the duties and responsibilities of the school business administrator including an understanding of the role in relation to other members of the administrative team. Also examined during the course are other aspects of the business administrator's work such as office management, budget procedures, financial management, accounting and auditing, purchasing and supply management, insurance programs, capital outlay and debt service, school plant operation and maintenance, food service, and transportation.

CEQ 572 School Personnel Management (elective for SAS only)

This course deals with the nature, scope, and organization of the personnel function. It reviews the planning process, collective bargaining (negotiations and contract administration), personnel recruitment (selection, induction, and development), effective work performance appraisal, compensation, and job security issues. An examination of the Federal and State laws and regulations that govern district personnel operations will be included.

CEQ 510 School-Community Relations, 3 credits

The functions and responsibilities of the school administrator in the development and maintenance of effective school-community relations. The meaning and purpose of school-community relations, the roles and functions of the Board of Education and all school personnel in establishing and maintaining good school-community relations. Some topics that will be discussed are communication processes, techniques and strategies, preparation of communication materials, handling criticisms and attacks, and relations with the news media.

CES 514 Collective Bargaining and Arbitration in the Public Sector, 3 credits

The history, procedures, and problems of public sector labor relations, and comparisons with the private sector. The role of public opinion and politics in public sector bargaining. Students will role play the negotiations of a public-sector contract: preparation of bargaining package, negotiation, mediation, fact-finding, arbitration. They will also prepare, present, and critique a public sector grievance case from its shop origins to its final disposition by arbitration.

CEX 547 Topics in Conflict Resolution, 3 credits

A general concern with the functioning of the courts has resulted in an increase in non judicial dispute resolution procedures. This course will assist students to analyze and experience methodologies for dispute resolution in such settings as the schools, home, workplace, and

community rather than through the judicial system. Along with text, case readings, and simulations, each student will prepare and participate in workshops where negotiation, mediation, fact-finding, and arbitration methodologies are called into play. These workshops will take place several times during the course of a semester.

CEQ 521 Organization/Management of Environmental Services, 3 credits

This course deals with the organization and daily management of the Environmental (buildings and grounds) Services Department. Some topics covered are the cleaning, maintenance, and upkeep of the physical plant of each building, maintaining the outside grounds and athletic fields of the district, personnel and student security, budget preparation, working with unions, handling of emergencies, and staff-community relations.

CEQ 530 Use of Computers for School Administration, 3 credits

This course will look at the types of applications of computer systems typical to school situations and their roles as decision support systems. Consideration will be given to various hardware and software packages as they relate to budgeting, pupil and personnel folders, grading, transportation, food service, purchasing, and payroll.

CEE 547 Public Education - Current Concerns: Roles and Responsibilities of the Players, 3 credits

This course deals with current concerns and developments in public education. Issues include: education funding, curriculum, political realities, and alternative programs. In addition, the roles and responsibilities of the participants in the school community will be assessed for their impact on the educational setting.

CEQ 531 Educational Management & the Technology of Computers, 3 credits

An examination of the newer current technology and its role in the educational decision support systems that help administrators and supervisors in the decision making process. The organization of school computer equipment for the guidance function, computer based instruction, information retrieval, school simulation for problem solving, and the development of a total information system are also discussed.

CEQ 520 School Finance, 3 credits

A study of the economic, political, and legal aspects of financing public education, from a general point of view and with specific attention to New York State. Areas considered include basic economic principles, local, state, and federal financial support, systems analysis, taxing systems, fiscal aspects of equal educational opportunities, budgeting, purchasing, accounting, reporting, and communication of fiscal information.

CEE 511 The Home-School Relationship in Education, 3 credits

This course explores the relationship between the home and the school and its effect on the development of children. The need for the home-school connection, the historical overview of the family, the rationale behind federal legislation, and parent involvement in the schools will be examined. The school's role in parent education, our understanding of specific legislation on social issues such as drugs, teenage pregnancy, and other areas of serious concern as well as programs designed to help families and children will also be discussed and the research examined.

CEE 519 The Effective Schools Movement, 3 credits

An overview of the effective schools movement including discussions of the characteristics of effective schools, open climate, elements of good lesson planning, use of the development lesson, the congruence movement in our schools, and an in-depth look at faculty make-up.

CEE 538 Interpreting Standardized Testing, 3 credits

Students completing this course will be able to understand the reported results of a variety of standardized tests. Focus will be on learning the strengths, weaknesses, and limits of the major group and individual tests of intelligence, achievement, and learning. Students will be exposed to the actual tests and samples of actual results.

CEE 527 Mentoring and Internships in Education, 3 credits

A review of mentoring and internship programs as aids to effective teacher induction. Topics will include mentoring in other professions, apprenticeship and internship models, mentoring in the educational profession, examples of current mentor teacher programs, history of the N.Y.S. Mentor Teacher-Internship Program, mentor selection, needs of beginning teachers, evaluation of mentor teacher programs, and the future of mentoring internships in education.

CEI 596 Leadership in Organizations, 3 credits

This seminar presents an overview of the research literature on leadership as background for analyzing and assessing leadership behavior in a number of applied settings including business, educational, community and volunteer organizations. Students will be responsible for extensive readings on organizational and leadership theory and culture. They will also conduct and report on field-based studies.

CEF 524 Authentic Assessment and Portfolios, 3 credits

An introduction to the methodology of alternative forms of assessment, this course will illustrate the relationship between authentic assessment and integrated curricula. Emphasis will be on the development and philosophy of portfolios