ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS
ASE 532 Online
Summer 2008

ASE 532 is the beginning required course for the Master of Education in Administration and the principal certificate.

A. INSTRUCTOR

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B. COURSE DESCRIPTION

This course addresses the basic activities of educational management, theories and concepts, as well as the organization and governance of public schools.

C. COURSE RATIONALE

The purpose of this course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science and the Educational Leadership Program.

1. Sam Houston State University Mission: "…enable it's students to become informed, thoughtful and productive citizens."
2. College of Education and Applied Science Mission: "…provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
3. Educational Leadership Program Mission: "To prepare educational leaders for real world challenges and opportunities."

D. TEXTS

Educational Administration Concepts and Practices, 5th Edition, 2008, Fred C. Lunenburg and
        Allan C. Ornstein. ISBN-13: 978-0-495-11585-4
Texas Public School Organization and Administration: 2006, (Tenth Edition) James A. Vornberg,
        Editor. ISBN 0-7575-2543-1
The Principal Portfolio, 1997, Corwin Press, Inc. Genevieve Brown and Beverly Irby.

E. COURSE KNOWLEDGE AND SKILLS OBJECTIVES

The Educational Leadership Program at Sam Houston State University is accredited by the Texas State Board of Educator Certification (SBEC) and the National Council for the Accreditation of Teacher Education (NCATE). While completing an approved preparation program, all candidates for the school principal certificate in Texas must demonstrate general knowledge and skill competency related to the seven proficiency areas for principals established by the SBEC. Also, all candidates must demonstrate performance in the twelve program standard areas for educational leadership programs established through NCATE.

F. OBJECTIVES USED TO EVALUATE COURSE EFFECTIVENESS

The following objectives will be used by the students to evaluate the effectiveness of this course. It is important to know these objectives as we begin the course so that formative evaluation can occur throughout the course of study.

Essential Objectives:
1. Gaining factual knowledge (terminology, classification, methods, and trends). Focus is building a knowledge base.
2. Learning fundamental principles, generalizations, or theories. Focus is to connect facts and understand relationships.
3. Learning to apply course material (to improve thinking, problem-solving, and decisions). Focus is on applying what you have learned in this class to clarify thinking or solve problems.

Important Objectives:
1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

G. LEARNER OUTCOMES

Knowledge and Skills for the Principalship (SBEC) Addressed in ASE 532

OBJECTIVE: 1: Learner-Centered Values And Ethics In Leadership
A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner. At the campus level a principal understands, values and is able to:

Administrative Duties**:**
1. Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
2. Implement polices and procedures that encourage all campus personnel to comply with Chapter 247 of the Texas Administrative Code, relating to the Code of Ethics and Standards Practices of Texas Educators.

OBJECTIVE 2: Learner-Centered Leadership And Campus Culture

A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

Administrative Duties:

5. Utilize emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision.

OBJECTIVE 5: Learner-Centered Organizational Leadership And Management

A principal is an educational leader who promotes success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values and is able to:

Administrative Duties:

1. Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
2. Gather and organize information from a variety of sources for use in creative and effective campus decision making.
6. Apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.
7. Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

OBJECTIVE 7: Learner-Centered Instructional Leadership and Management

A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands values and is able to:

Administrative Duties:

1. Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.

Program Standards (NCATE) Addressed in ASE 532

AREA I. STRATEGIC LEADERSHIP
The knowledge, skills and attributes to identify contexts, develop with other's visions and purposes, utilize information, frame programs, exercise leadership processes to achieve common goals, and act ethically for educational communities.

1. Professional and Ethical Leadership
   The institution's program prepares school leadership who demonstrate an understanding of, and the capacity to:
   1.5 Identify and critique several theories of leadership and their application to various school environments.
   1.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
   1.7 Manifest a professional code of ethics and values.

2. Informational Management and Evaluation
   The institution's program prepares school leaders who demonstrate an understanding of, and the capacity to:
   2.4 Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and implications.

AREA III. ORGANIZATIONAL LEADERSHIP

The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

7. Interpersonal Relationships
   The institution's program prepares school leaders who demonstrate an understanding of, and the capacity to:
   7.4 Promote multicultural awareness, gender sensitivity and racial ethnic appreciation.

AREA IV: POLITICAL AND COMMUNITY LEADERSHIP

The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate polices, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs.

    11.   Educational Law, Public Policy and Political Systems
         The institution's program prepares school leaders who demonstrate an understanding of, and the capacity to:

        11.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.

        11.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.

        11.4 Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.

        11.5 Make decisions based on the moral and ethical implications of policy options and political strategies.

        11.7 Develop appropriate procedures and relationships for working with local governing boards.

H. PERFORMANCE ASSESSMENT:

The candidates' performance of the knowledge and skills as set forth in the attached table must be at the 70% level or better to assure successful completion of the course.

I. COURSE MATRIX:

Topic	Proficiencies and Standards Texas Principal = TP NCATE Standard = N	Field-Based Component	Learning Activity and Measurement
A. Definition of Educational Administration	TP 5.1	Observation Pre-Assessment Instrument	Reading Reflection Lecture Portfolio
B. Definition and Function of Theory	N 1.5		Reading Reflection Lecture
C. Classical Organizational Theory and Organizational Structure Concepts	TP 5.1 N 1.5	Observation Review of District Organizational Structure	Reading Reflection Lecture Discussion Paper
D. Human Relations Theory	TP 5.1 N 1.5	Observation	Reading Reflection Lecture
E. Behavioral Science Theory	TP 5.1 N 1.5	Observation	Reading Reflection Lecture Discussion Paper
Topics A-F will further be measured by an examination.			

G. Traditions of Public Schools	TP 2.5	N 1.6 N 2.4	Observations Interview	Reading Reflection Analysis Chart
H. Societal Influences in Public Education	TP 2.5	N 1.6 N 2.4 N 7.4	Observations Interview	Reading Reflection Analysis
I. Federal Involvement in Public Education	TP 2.5	N 11.1 N 11.3 N 11.4	Observation Guest Speaker	Reading/research Reflection Lecture Paper
J. State Involvement in Public Education	TP 5.6 TP 5.7	N 11.1 N 11.3 N 11.4	Observation Guest Speaker	Reading/research Reflection Lecture Paper
K. Regional Service Centers and County Involvement in Public Schools	TP 5.6 TP 5.7	N 11.1 N 11.3 N 11.4	Observation Guest Speaker	Reading/research Reflection Lecture

Topics G-K will further be measured by an examination and a group research project.

L. Local School Districts	TP 1.1 TP 1.2 TP 5.6 TP 5.7		Observation	Reading Reflection Lecture Research
M. Local School Board of Trustees	TP 1.1 TP 1.2 TP 5.6 TP 5.7	N 1.7 N 11.1 N 11.3 N 11.4 N 11.5 N 11.7	Observation Guest Speaker	Reading Reflection Lecture Discussion Research
N. Superintendency and District Administrative Structure	TP 1.1 TP 1.2	N 1.7 N 11.3 N 11.5 N 11.7	Observation Guest Speakers	Reading Reflection Lecture Research
O. Principalship and Building Administrative Structure	TP 7.1 TP 1.2	N 1.7 N 11.3 N 11.5 N 11.7	Observation Guest Speakers	Reading Reflection Lecture Research
P. Effective Schools Research	TP 7.1	N 11.3	Observation	Reading Reflection Lecture Research
Q. Accreditation	TP 5.2	N 11.3	Observation School Report Card	Reading Reflection Lecture Research

Topics L-Q will further be measured by an examination and a group research project.

J. ACADEMIC PORTFOLIO

As a part of the principal program each student will develop an academic portfolio. Portfolio development begins in ASE 532.

The student will assess his/her knowledge and skills as he/she begins the program. Further the student will write reflection papers to describe why he/she believes that he/she is functioning at the self-perceived levels. These artifacts will be incorporated in the portfolio.

K. LEARNING ACTIVITIES

1. Papers or reports will be submitted on three different topics as specified in the course outline.
2. Online participation and discussion will be an important aspect of the course.
3. Two examinations will be given as scheduled in the course outline. Both exams will be project oriented with individual and group participation.
4. Group research projects will be required on pertinent topics related to school administration.

L. STUDENT CODE OF CONDUCT

Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and Student Code of Conduct. Particular attention should be paid to the sections on plagiarism and theft or mutilation of library materials.

Students should practice self-discipline in classes. Courtesy should be extended to all graduate students. Thought should be given to the value of all conversation in class. Classes will be more enjoyable and beneficial to all involved when graduate students conduct themselves as conscientious professionals.

Students with a disability, which affects their academic performance, are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

M. GRADE:

The grade for the course will be based upon the following distribution of points:
1. **Papers (2)**   30 points
      (1/2 of points for content of paper,
       1/2 of points for delivery of paper including APA usage)
2. **Examinations (2)**   100 points
3. **Group Research Projects**   30 points
3. **Attendance and participation**   40 points
      To earn participation points, a student must be actively participating in group collaboration, discussions, and other formats required in the course. The time you spend online in discussion board and virtual collaboration will count toward your participation grade.
4. **Field Work** (Includes reflections,   50 points
      resume and goals).
                                 Total   250
The letter grade will be based on total points earned by the student.
230 – 250 points A
209 – 229 points   B
188 – 208 points   C

NOTE: Papers are due on the date printed in the course outline unless otherwise notified. If you are resubmitting a paper for reconsideration, it must be submitted with prior arrangements with the professor.

Course Outline for ASE 532 Online
Summer II 2008
(Virtual classes and discussion board assignments will be announced on a weekly basis)

Session 1 July 8-9, 2008

1. Introduction/Urbanville
2. Preview of Educational Leadership Program Objectives
3. Preview of ASE 532 Objectives and Activities
4. Unit I - Definition of Educational Administration
5. Unit II - Foundations of Administrative Practice
   A. Definition of Theory
   B. Development of Theory
   C. Four Periods of Administrative Theory Development
   D. Organizational Structure Concepts
6. **Assignment:**   **Read Lunenburg Chapters 1, 2, 3, 4, 5, 7**
                               Read Vornberg Chapter 11
                               Read Brown Chapters 1-3

> **Units I and II Objectives:**
>
> Explain the development of administrative thought and its impact on organizational development and behavior.
>
> Analyze the affect of leadership on an organization referencing theory and process to differentiate the results.

Personal Webpage

Resume/Goals: **Complete online by July 9, 2008**

Complete **Resume and Five Year Goals**
Due: *July 9, 2008 in Digital Drop Box*

Field Work: Gather data from your school regarding the results from a **recent climate/culture survey** to be **used during Session 3**. Describe what the results were for your building. If a climate survey is not given, ask your principal why climate culture surveys are not given. Final product will include reflections. Add to your portfolio under Standard II.
Due: *August 1, 2008*

Attend and critique **one school board meetings**. Describe the techniques used to communicate the school board's action to employees and to the community. Reflections must be included. Add to your portfolio under Standard IV.
Due: *August 1, 2008*

Critique the **appraisal/evaluation process for campus principals and associate/assistant principals** in relation to the written job descriptions. Final product will include reflections. Add to your portfolio under Standard III.
Due: *August 1, 2008*

Describe how the principal and assistant principal(s) interact with the **site-based decision-making committee.** Final product will include reflections. Add to your portfolio under Standard IV.
Due: *August 1, 2008*

Paper: **Administrative Thought Paper:** Explain the development of administrative thought. Select one theorist for each area of development and explain why you selected each theorist as an exemplar for that particular area. Include a reference list and APA citations. (5 pgs max, excluding reference)
Due: July 14, 2008

Session 2 July 10-11, 2008

1. Unit II - Foundations of Administrative Practice
    A. Review Four Periods of Administrative Thought
    B. Theorist Associated with Each Period
    C. Development of Leadership Theory
2. **Assignment:** Review Lunenburg Chapters 6, and 8
    Read Vornberg Chapters 8, 10 and 11

    Paper: **Leadership Paper:** Describe a situation in which you were in leadership (school, community, church, etc.). Using leadership theory(ies), describe your behavior as a leader and use the selected theory(ies) to support your discussion. Describe what you would do differently, if anything, if you could go back and do it over again (4 pgs max).
    Due: July 18, 2008

Session 3 July 14-15, 2008

1. Unit II - Foundations of Administrative Practice
    A. Review Development of Administrative Thought
    B. Development of:
        - Motivation Theory
        - Change Theory
        - Ethics and Decision Making
        - Culture and Climate Affecting Schools
2. **Assignment:** Prepare Exam I - Urbanville

Session 4 July 21 - 25, 2008

1. Unit II - Foundations of Administrative Practice Field Work
        and Urbanville
2. **Assignment:** Complete: Field Experiences
    Leadership Framework
    Self Assessment
    Presentation Planning
    Urbanville Completion
    Exam I Due July 25, 2008
    Exam II – Progressiveton ISD

> **Units III and IV Objective:**
>
> Analyze the influence of national and state government on local education.
>
> Create the structure and governance for education in a local district.

Session 5 July 28 - 29, 2008

1. Unit III – Governance Components
    A. Federal Components Impacting Education – **Group 1 Presents July 28**
    B. Federal Involvement in Education
    C. State Components Impacting Education – **Group 2 Presents July 29**
2. **Assignment:** Read Lunenburg Chapters 9 and 12
    Read Vornberg Chapters 3, 4, 5, 7 and 9

Session 6 July 30, 2008

1.	Unit III – Governance Components
	A. Review Federal Components Impacting Education
	B. Regional Involvement in Public Education – **Group 3 Presents July 30**
2.	**Assignment:**	Prepare for Examination II
			Read Lunenburg Chapters 10 and 15
			Read Vornberg Chapters 2, 6, and 9

Session 7 July 31, 2008

1.	Units IIII – Governance Components
2.	A. Local School District Structure and Governance – **Group 4 Presents July 31**
	B. Local School Boards of Trustees
	C. Superintendent, Job Description and Relationship to Board
2.	**Assignments:**	Review Administrative Structures and positions
			Read Vornberg Chapter 6, 19, 20, 21, 22 and 23

Session 8 August 1 - 4, 2008

1.	Unit IV – Local School Districts
	A. Central Administration Organization and Structure – **Group 5 Presents August 1**
	B. Campus Level Organization and Structure
	C. Principalship, Job Description and Relationship to School
	   and Community
2.	Unit IV – Local School Districts
	A. Texas Education Agency Accountability System – **Group 6 Presents August 4**
	B. District and School Report Card
	C. Impact on District Organization and Campus Activity
3.	**Assignment:**	Prepare for Examination III

Session 9 August 5, 2008 **Exam III Due**