

ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS
ASE 532
Lead Project
Summer I 2008

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, 2007, Fred C. Lunenburg and Allan C. Ornstein.

Texas Public School Organization and Administration: 2006, (Tenth Edition) James A. Vornberg, Editor.

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

ELCC STANDARD/ SUB-ELEMENTS	COURSE ACTIVITIES	TE _x ES COMPETENCIES
ASE 532		
3.1 Manage the Organization 3.3 Manage Resources	1. Develop a two-page vita or resume which could be used in making application for an administrative position (this will need to be updated during your final semester/internship).	6.4 Recruit, Select, Evaluate Personnel-Legal
2.4 Design Prof. Dev. Growth Plans	2. State your professional goals for the next five years. Develop a specific professional growth plan which you feel must be accomplished to obtain these goals.	6.1 Collaboratively Develop Prof. Dev. Plan
3.1 Manage the Organization 3.2 Manage Operations	3. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.	6.4 Recruit, Select, Evaluate Personnel-Legal 6.5 Use Evaluations to Enhance Personnel
4.1 Collaborate w/ Site-based Committee 4.3 Mobilize Community Resources	4. Attend and critique two school board meetings. Describe the techniques used to communicate the school board's action to employees and to the community. (Optional: Attend and critique two school board meetings from different school districts. Compare and contrast communication in the two school boards).	2.1 Communicate w/Families 2.3 Implement Communication System 2.5 Develop Community Relations
2.1 Promote Positive School Culture	5. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community?	1.9 Assess/Modify Plans 1.2 Involve Parents & Community Members
4.1 Collaborate w/ Site-based Committee	6. Describe how the principal and assistant principal(s) interact with the site-based decision-making committee.	2.2 Build consensus/ Conflict mgmt. 2.5 Develop Community Relations

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 policies 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 policies, 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. LEARNING ACTIVITIES

- I. **Attendance and discussion will be an important aspect of the course. Students are expected to attend class each week. All absences must be approved by the instructor. Points for participation may be deducted for lack of attendance. *Students who are absent for more than one class periods may drop one or more letter grades.***
- II. One examination will be given as scheduled in the course outline. The exam will be project oriented and will be a reflective assignment over the course material.
- III. Group research projects will be required on pertinent topics related to school administration.
- IV. ***The final course assessment will consist of a case study review and project which will be integrated from the course materials and syllabi of both ASE 532 and MGT 571.***

K. EXPECTATIONS:

1. **Student Absences of Religious Holidays:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absence himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. The request must be made within the first 15 days of the semester and within the first 7 days of the summer semester. Any violation of the said agreement may be appealed to the department chair.
2. **Students with Disabilities:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.
Americans with Disabilities Act: SHSU adheres to all applicable federal, state, and local laws, Regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.
3. **Electronic Devices:** All cell phones, computers, and other electronic devices should be turned off during class. Unless directed otherwise by the professor.
4. **Late Work:** All course work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.

5. **Attendance:** Participation is both expected and required in class. Attendance is expected at **all class** sessions. **One** absence may be taken without penalty. More than two absences will result in lowering of the grade by a letter for each absence above two. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence. **Do not notify the professor via email regarding an absence on the day of class, unless there is an extreme emergency.** Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Three late arrivals of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.
6. **Course Requirements:** The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.
7. **Academic Honesty:** Academic honesty is expected. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.
8. **Student Conduct:** Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
9. **Course Concerns:** Please see the professor if there are any concerns before consulting the department chair or other program administrator.
10. **TK20 Information:** The College uses the Campus Tools Higher Ed. Assessment and Management System to conduct systematic teaching and assessments for all students in the college. Every new student to the program beginning fall 2007 is required to purchase an account for use of this system from Tk20. Each student account costs only \$100, plus tax and includes access to the system for seven years. This is a ONE-TIME charge. To purchase your account, click on the link on the login page of the Campus Tools Higher Ed. System, found at <https://tk20.shsu.edu/campustoolshighered/>
11. **Student Disposition Scale:** To meet the requirements of NCATE accreditation, students are required to respond to a self report scale that best describes his/her behavior in the courses that he/she is currently enrolled. The ratings are **3 = Target**, **2 = Acceptable**, and **1 = Unacceptable**. The **total number** of points that may be earned range from **1-18**. Points from **10-18** indicate that the student is performing on **Target**. **Nine** points indicate **Acceptable** performance. Points at **8 or below** indicate **Unacceptable** performance. The professor will review students' responses and **agree** or **disagree** with the findings. If the professor determines that the student has **Unacceptable** performance, it will be students' responsibilities to provide evidence that they have **Acceptable** or **Target** performance. This self report scale will be completed at the end of each semester.
12. **TEExES Information (educational leadership masters students only):**
Students will need to take a practice exam before receiving approval to take the state exam. After students have completed 12-15 hours (ideally are enrolled in School Law), students should sign up for the practice exam through the SHSU College of Education TEXES/certification office. The exam is offered on select Saturdays in Huntsville. http://www.shsu.edu/~edu_certification/index.php
An online version of the practice exam is available, contact jcombs@shsu.edu
After scores are received from the certification office, students will be given permission to sign up and pay for the TEExES exam. The exam is offered 6 times a year (Feb, April, June, Aug, Oct, Dec) & advanced registration required.
At least one TEExES review session will be offered per semester. Registration is required, contact jcombs@shsu.edu. Students are responsible for preparing for the exam. Professors will be given TEExES practice questions to review in courses. Study the free guide

available at:

http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_55017_web.pdf

If students fail the TExES exam, they will contact department representative

Dr. Julie Combs (jcombs@shsu.edu) before signing up for another exam.

Our desire is that students will have passed the exam **before graduation or within 6 months** after graduation.

L. GRADE:

The grade for the course will be based upon the following distribution of points:

- | | | |
|----|---|-----------|
| 1. | Examination | 50 points |
| 2. | Individual Governance Presentations | 30 points |
| 3. | Attendance and participation | 50 points |
| | (To earn participation points, a student must be actively participating in group collaboration, discussions, and other formats required in the course.) | |
| 4. | Final Assessment Case Study Project and Presentation | 75 points |

The letter grades will be based on total points earned by the student.

185 - 205 points A

164- -184 points B

145 - 163 points C

NOTE: Projects, case study, and exams are due on the date printed in the course outline unless otherwise notified. If you are resubmitting an assignment for reconsideration, it must be submitted on or before the next class period after the paper was originally returned, unless prior arrangements are made with the professor.

Course Outline for ASE 532 Lead Project Summer I 2008

(Schedule may be adjusted by the professor to meet the needs of the students and course integration)

Session 1 June 5, 2008 (1:00-5:00 pm)

Feedback Session on the Leadership Profile (Be sure to bring your printed profile to class)

Session 2 June 9, 2008 (8:00-12 am)

Introduction and preview of Educational Leadership Program Objectives
Preview of ASE 532 Objectives, Activities, and Assignments including case study, exam, and projects.
Choose groups for Exam and Group Presentations

Definition of Educational Administration
Foundations of Administrative Practice

- Definition of Theory
- Development of Theory
- Four Periods of Administrative Theory Development
- Organizational Structure Concepts
-

Session 3 June 12, 2008 (1:00-5:00 pm)

Foundations of Administrative Practice

- Review Development of Administrative Theory
- Discuss the Theorists in Each Period

Session 4 June 16, 2007 (8:00 am – 12:00 am)

Foundations of Administrative Practice

- Review Development of Administrative Theory
- Discuss Leadership Theory
- Function of Climate and Culture

Session 5 June 19, 2008 (1:00 – 5:00 pm)

Foundations of Administrative Practice
Discuss the Theoretical Basis for:

- Decision Making
- Ethics
- Motivation
- Change
- Communication

Session 6 June 23, 2008 (8:00-12:00 am)

Charter School Governance, Development, and Effectiveness

Guest Speaker: Dr. Sonar Tarim, Harmony Science Academy

Session 7 June 24, 2008 (1:00 -5:00 pm)

Application of Administrative Theory – *Exam I DUE*
(Each group will present their results of Exam I)

(will include input from MGT 571 by Dr. Joe Kavanaugh)

Session 8 June 25, 2008 (8:00-12:00 am)

Federal and State components and Regional components impacting education and school governance

Group Presentations**Session 9 June 26, 2008 (8:00 am -12:00 pm)**

Final course presentations – Case Study Presentations (*First Drafts*)
 (ASE 532 and MGT 571 integrated final)

Final course assessment: Case study project and presentations (Common assessment integrated with ASE 532 and MGT 571) **(The final Case Study presentation including complete Teaching Notes and Instructor's Manual will be presented at the end of the second summer session).**

Capstone Case Study: Each student will write a comprehensive case analysis of a real-time situation to which the theory, tools, and processes of organizational development can be applied. The case must contain real characters, a clear decision point, and sufficient data and other information for readers to fully understand the dynamics of the scenario described.

Capstone Instructor's Manual: Each student will construct a comprehensive Instructor's Manual for the case they have written. The IM will contain approximately ten (10) questions that highlight the instructional value of the case and focus on the choices that confront the decision-maker in the case. The answers to the questions will be grounded in the research on organizational development and change management, organizational and administrative theory, organizational behavior, and other relevant research literature appropriate to the course. Citations will be provided. In other words, the correctness of the answer will be grounded in the research pertinent to the issues raised by the question.

Session 10 June 26, 2008 (1:00-5:00 pm)

Local, Central Office, and Accountability components

Group Presentation**Assignments:**

Chapter Reading in Texts as Assigned (see attached assignment sheet)

Exam One Due: June 24, 2008

Governance Presentations: Due June 25 and 26, 2008

Case Study Project and Presentations (Final Course Assessment): Due June 26, 2008

