ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS
ASE 532
Summer Session I   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 its 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. 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.
The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

E. 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.

F. 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. <u>Educational Law, Public Policy and Political Systems</u>
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.

G. 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.

H. 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).

I. GRADE:

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

1. Two **papers**   (50 points each)   100 points
2. **Group Research Project**   100 points
3. Blackboard discussion/questions   50   points
4. Articles two (25 points each)   50   points
5. Resume/Goals   25
6. **Attendance and participation**   35   points

(To earn participation points, a student must be actively participating in group collaboration and other formats required in the course.)

The letter grades will be based on total points earned by the student.
300- 360 points A
299 – 239 points   B
238- 200 points   C

NOTE: Assignments are due on the date printed in the course outline unless otherwise notified. Assignments are due before midnight on the due date. In other words, if an assignment is due June 26th , then it needs to be sent to me *no later* than 11:59pm on June 26th. Once it turns 12:00am on June 27th , the assignment is late. Each day an assignment is late 10% is deducted.

Sending assignments: When sending assignments to me, send it as "Last Name_Name of Assignment" The reason I am asking for this is that it helps me know whose paper it is and respond sooner to questions, finding past assignments easier and grading assignments quicker and providing you feedback sooner.

Course Outline for ASE 532 Online
Summer I   2008

Resume/Goals: Complete Resume and Five Year Goals.
Due: *June 5, 2008*

Articles/ Blackboard Discussion**:**

Read article one. Submit a 1-3 page review of the article (email assignment).
Due: June 11, *2008*

Blackboard discussion questions *Technology social, ethical, legal and human issues (Post on blackboard)*
Due: June 13, 2008

Paper: Instructional Technology Thought Paper: What can principals do to get their faculty involved in technology integration? Discuss the effect this will have on the faculty. Support your explanations with examples from peer reviewed articles. Include a reference page using APA citations.   (5 pgs max, excluding reference page email assignment)
Due: June 18, 2008

Blackboard discussion questions *Professional Preparation (post on blackboard)*
Due: June 21, 2008

Paper: **Identify issues related to equitable access to technology in schools. Include a reference page using APA citations.** (4 pgs max email assignment).
Due: June 23, 2008

Read article two. Submit a 1-3 page review of the article (email assignment).
Due: *June 27, 2008*

Presentations: **Each group will submit a comprehensive powerpoint overview. One goal of the powerpoint is to provide an organized, ready reference for professionals to use (post on discussion board).**

Due July 1, 2008

Group Presentations

Effects of Technology on reading performance

State-Level Policy and Practice on K-12 online learning

Students learning with technology

Using technology to provide professional development

Technology-competent teachers in urban and rural classroom

Benefits of technology to maximize students learning and facilitate higher order thinking skills

Virtual schools for students in K-12 grade

Technology and No Child Left Behind

High Performing, high technology schools with predominately low-income students

Effects of educational technology on students outcomes

Computer based technology and learning