

**ASE 532, ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS
(Online)**

Summer, 2008

*ASE 532 is a required course for the Master of Education in Instructional Leadership and
Master of Education in Administration and the Principal Certification.*

**College of Education
Educational Leadership and Counseling Department**

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Text/Readings:

Vornberg, J. A. (Ed.) (2006). *Texas Public School Organization and Administration: 2006 Tenth
Edition*. Dubuque, Iowa. Kendall/Hunt Publishing Company.

Lunenburg, F. C. and Ornstein, A. C. (2008). *Educational Administration Concepts & Practices
Fifth Edition*. Belmont, CA. Thomson.

Irby, B.J. and Brown, G. (2000). *The principal portfolio*. CORWIN PRESS, INC.

Course Description:

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

Outcomes: Upon successful completion of this course, students will be able to:

Standards Matrix:

Objectives/Learning Outcomes	Activities(*indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • State standards • <i>Specialty Organization Standards</i> • <u>Conceptual Framework#</u>
Explain the development of administrative thought and its impact on the development of the organization and behavior of individuals	<ol style="list-style-type: none"> 1. Read Lunenburg Chapters 1, 2, 3, 4, 5, & 7 2. Read Vornberg Chapter 11 3. Read Brown & Irby Chapters 1, 2, & 3 4. Complete Administrative Thought Paper 5. * Begin working on internship embedded activities for ASE 532 	Reading Reflection Discussion Paper Exam	ELCC Standards 2, 3 & 4 TExES Competencies: 1, 2, & 6 (See attached lists of ELCC Standards and TExES Competencies in Course Documents)
Analyze the affects of organizational leadership with reference to theory and process to differentiate the results.	<ol style="list-style-type: none"> 1. Read Lunenburg Chapters 6 & 8 2. Read Vornberg Chapters 8, 10, & 11 3. Complete Leadership Paper 4. * Continue to work on embedded internship activities for ASE 532 5. Complete Leadership Framework 6. Prepare for Exam I 7. Complete Exam I 	Reading Reflection Discussion Paper Exam	ELCC Standards 2, 3 & 4 TExES Competencies: 1, 2, & 6 (See attached lists of ELCC Standards and TExES Competencies in Course Documents)

Standards Matrix (cont.):

Objectives/Learning Outcomes	Activities(*indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • State standards • <i>Specialty Organization Standards</i> • <u>Conceptual Framework#</u>
Analyze the influence of national and state government on local education	<ol style="list-style-type: none"> 1. Read Lunenburg Chapters 9 & 12 2. Read Vornberg Chapters 2, 6, 9, 19, 20, 21, 22, & 23 3. * Continue to work on embedded internship activities for ASE 532 4. Group Presentations 5. Prepare for Exam II 6. Complete Exam II 	Reading Reflection Discussion Paper Exam	ELCC Standards 2, 3 & 4 TEXES Competencies: 1, 2, & 6 (See attached lists of ELCC Standards and TEXES Competencies in Course Documents)
Analyze the structure and governance for education in a local school district	<ol style="list-style-type: none"> 1. Group Presentations 2. Complete embedded internship activities for ASE 532 3. Prepare for Exam III 4. Complete Exam III 	Reading Reflection Discussion Paper Exam	ELCC Standards 2, 3 & 4 TEXES Competencies: 1, 2, & 6 (See attached lists of ELCC Standards and TEXES Competencies in Course Documents)

Web address for **state standards:**

Web address for *specialty organization standards:*

Web address for Conceptual Framework:

Course Format:

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.

Course Content:

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."

Course Requirements: (See Schedule of Assignments)

Evaluation (*indicates field-based activity): (See Course Rubric)

COURSE SCHEDULE OF ASSIGNMENTS

DUE DATES	TOPICS	ASSIGNMENTS
June 12	Unit 1: Definition of Educational Administration	<ol style="list-style-type: none"> 1. Review information posted in Course Documents: Definition of Theory; Development of Theory; Four Periods of Administrative Theory Development; Organizational Structure Concepts 2. Read Lunenburg Chapters 1, 2, 3, 4, 5, & 7 3. Read Vornberg Chapter 11 4. Read Brown & Irby Chapters 1-3 5. Complete Resume and Five Year Goals – Submit as attachments in the Assignments Manager 6. Complete Administrative Thought Paper – Submit as attachment in the Assignment Manager (See Guidelines attached in Course Documents) 7. Begin completing embedded internship activities and summaries (See list of embedded internship activities for ASE 532).- Submit as attachment in Assignment Manager (See Guidelines in Academic Portfolio Components document attached in Course Documents) Not due until June 30th

DUE DATES	TOPICS	ASSIGNMENTS
June 17	Unit 2 Foundations of Administrative Practice	<ol style="list-style-type: none"> 1. Read Lunenburg Chapters 6 & 8 2. Read Vornberg Chapters 8, 10, & 11 3. Review information posted in Course Documents: Motivation Theory; Change Theory; Ethics and Decision Making; & Culture and Climate Affecting Schools 4. Complete Leadership Paper – Submit as attachment in the Assignment Manager (See Guidelines attached in Course Documents) 5. Complete Leadership Framework- Submit as attachment in Assignment Manager (See Guidelines in Academic Portfolio Components document attached in Course Documents) 6. Continue completing embedded internship activities and summaries (See list of embedded internship activities for ASE 532).- Submit as attachment in Assignment Manager (See Guidelines in Academic Portfolio Components document attached in Course Documents) 7. Review readings and information posted in Course Documents for Units 1 & 2 to prepare for Exam I
June 19	Exam I	<ol style="list-style-type: none"> 1. Complete Exam I which covers information in Units 1 & 2- Sections I & II of this exam may be completed in your assigned groups. Section III must be completed individually. Indicate contributions by each group member.

DUE DATES	TOPICS	ASSIGNMENTS
June 23	Unit 3 Governance Components	<ol style="list-style-type: none"> 1. Read Lunenburg Chapters 9, 10, 12, & 15 2. Read Vornberg Chapters 2, 3, 4, 5, 6, 7, 9, 19, 20, 21, 22, & 23 3. Review readings and information posted in Course Documents for Units 2 & 3 to prepare for Exam II
June 23	Group Presentations (See guidelines for group presentations attached in Course Documents)	<ol style="list-style-type: none"> 1. Group 1 Presentation- (a) Federal Components Impacting Education; (b) Federal Involvement in Education; (c) State Components Impacting Education 2. Group 2 Presentation – (a) Regional Involvement in Public Education; (b) Local School District Structure and Governance; (c) Local School Board of Trustees; (d) Superintendent Job Description and Relationship to the Board
June 26	Exam II	<ol style="list-style-type: none"> 1. Complete Exam II which covers information in Units 2 & 3- The multiple choice questions section of this exam may be completed in your assigned groups. The essay questions must be completed individually. Indicate contributions by each group member.

DUE DATES	TOPICS	ASSIGNMENTS
June 26	Unit 4 Local School Districts	<ol style="list-style-type: none"> 1. Group 3 Presentation- (a) Central Administration Organization and Structure; (b) Campus Level Organization and Structure; (c) Principalship Job Description and Relationship to the School and Community (See guidelines for group presentations attached in Course Documents) 2. Group 4 Presentation- (a) Texas Education Agency Accountability System; (b) District and School Report Card; (c) Impact on District Organization and Campus Activity (See guidelines for group presentations attached in Course Documents)
June 27	Leadership Conference	<ol style="list-style-type: none"> 1. Attend Annual Summer Leadership Conference (See details in Beginning Course Work document attached in Course Documents)
June 30 (Last class day)	Exam III	<ol style="list-style-type: none"> 1. Individually complete Exam III. Submit to Assignment Manager 2. Complete embedded internship activities and summaries (See list of embedded internship activities for ASE 532).- Submit as attachment to Assignment Manager (See Guidelines in Academic Portfolio Components document attached in Course Documents)

COURSE RUBRIC

Assignments	Points
Administrative Thought Paper	30
Leadership Paper	30
Embedded Internship Activities (6)	60 (10 pts. each)
Group Presentation	50
Exam I	50
Exam II	50
Exam III	50
TOTAL POINTS	320
A = 320-290 pts. B = 289-259 pts. C = 258-228 pts. F = Below 228 pts.	

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 on or before the next class period after the paper was originally returned, unless prior arrangements are made with the professor.

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. Two absences may be taken without penalty. More than **one** 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. TExES 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_www/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 TExES exam. The exam is offered 6 times a year (Feb, April, June, Aug, Oct, Dec) & advanced registration required.

At least one TExES 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 TExES 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.