



**EDAD 615: Leading Effective Schools  
02W, 03W  
COURSE SYLLABUS: Fall 2013**

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**COURSE INFORMATION**

**Required Texts:**

You will need two books for this course; 13th edition of the Texas Public School Organization and Administration text and the APA Style manual. All assignments and discussion boards will refer to the 13th edition of the Vornberg text.

Vornberg, J. A., Hickey, W. D. & Borgemenke, A. (Eds.). (2012). *Texas public school organization and administration: 2012*. (13<sup>th</sup> ed.). Dubuque, IA: Kendall/Hunt Publishing Company. ISBN 9781465200006

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Recommended Text:**

Lunenburg, F.C. & Ornstein, A.C. (2008). *Educational administration: Concepts & practices* (6<sup>th</sup> ed.). Belmont, CA: Thomson Higher Education ISBN 139780495115854

**Course Description:**

This course provides an overview of school administration, which includes roles, functions, and duties of those who administer and supervise schools, particularly Texas public schools. Principles of organizational theory and administrative behavior will be introduced. Standards for principal certification and professional development will be examined.

### **Student Learning Outcomes:**

This course surveys contemporary organization and management theories that are relevant to the administration of educational organizations. Through reviewing, discussing, and writing about theory on complex organizations and organizational behavior, students will acquire professional knowledge needed for understanding processes, analyzing problems, developing services, and managing institutions of learning. Specifically, through course readings, lectures, and activities, the student will:

1. Examine selected organizational structures and theories and analyze the influence of organizational structures on the practice and roles of educational administrators;
2. Inspect the governance system of Texas public education and analyze how the components of this system affect school administration and organization;
3. Examine a variety of educational administration positions and functions and identify the role each plays in the organization and operation of educational institutions;
4. Review selected management theories and empirical research findings and analyze their applicability to the management of education professionals and the roles and functions of educational administrators;
5. Investigate school culture and explore how culture theory adds to current understanding of what goes on in educational organizations, particularly in the area of school change.

### **Principal Certification Standards**

As required by the Texas Education Code (TEC), the following Standards for the Principal Certificate are addressed by this course.

#### **I. 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:

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.
9. establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision.

10. support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities.

11. Acknowledge, recognize and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

## **II. Learner-Centered Value and Ethics of 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:

1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behavior.

6. articulate the importance of education in a free democratic society.

## **III. Learner-Centered Communications and Community Relations**

A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

1. respond to pertinent political, social, and economic issues that exist in the internal and external environment.

## **IV. Learner-Centered Organizational Leadership and Management**

A principal is an educational leader who promotes the 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:

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.

3. develop, implement, and evaluate change processes for organizational effectiveness.

10. utilize effective planning, time management, and organization of work to maximize attainment of district and campus goals

## **COURSE REQUIREMENTS**

### **Design of the Class:**

This is an online class. All of the instruction and assignments will be delivered using the eCollege learning media platform and thus, some obvious technological resources will be required:

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

**When sending me an email please be sure that you have the included your name and Course Number (EDAD 615) in the subject line.**

This class design is based on constructivist learning principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

### **Class Participation:**

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experiences. Each class may consist of several learning activities including (but not limited to) group discussion, student-led learning activities, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection.

This means that each student should be:

- conscious of the class schedule and the requirements for each class,
- self-disciplined,
- eager to share with your classmates. Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

## **Assignments:**

### **Text Reading Assignments:**

The weekly assigned readings from the texts serve to provide you with strong theoretical contexts for your explorations into public education administration. The readings along with the threaded discussions allow for you and your classmates to extend your learning opportunities by seeing the concepts in the books through multiple perspectives.

### **Threaded Text Discussions:**

These are the discussion board topics you will read about and respond to weekly. These are the activities that will allow us to build our knowledge of topics collectively as a learning community. Please see the instructions under the Discussion tab in the weekly modules.

Criteria:

- The discussants will demonstrate an observable understanding of the content being discussed.
- The understanding will be at the critical thinking and synthesis level.
- The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the content of the topics and related concepts.
- This can be done in a variety of ways including
  - but not limited to:
  - posing engaging questions;
  - eliciting responses;
  - engaging the learners in an activity or task.

The discussants will demonstrate the ability to effectively organize the discussion. This includes:

- keeping the discussion focused on the topic;
- providing structure (beginning arguments, closing arguments, wrap-up or synthesis);
- staying within the timeframe allotted for discussion;

- using effective media (if applicable).
- The discussants will demonstrate the ability to respond to questions effectively.
- The discussants will demonstrate the ability to relate the concepts discussed in the articles to personal and professional experience by using examples from everyday practices.

**Not all discussion posts will receive a grade. Random modules will be graded.**

***Educational Leader Interview:***

Each class member will select and interview an educational leader.

- The purpose of this assignment is:
  - To gather information from practicing administrators that might give insight regarding their position, role, and/or responsibilities to students interested in becoming campus leaders.
  - To provide students with the opportunity to conduct research and gather data, which can be used to inform and support the student's learning in this class.
  - To provide students with an opportunity to organize and present data from research in a meaningful way.
- The questions for the interviews can be found in doc sharing. You should select ten questions from the list and utilize them for your interview.
- Interviews should be conducted in person (live, face-to-face). Interviews should be recorded and then transcribed into a MS Word document. Be sure to include the following information for each interview:
  - The name of the interviewee and their position
  - The campus and district names
  - Length of service of the interviewee at their present campus
  - Length of service as an administrator in his/her career

• **Interview manuscripts should be inserted in the drop box for that assignment.**

**TEXES Examination Activity:**

This activity will begin to familiarize you with the TEXES Examination for your Principal Certification in Texas. This exam has a specific format and questioning style that will benefit you to better understand. You will be assigned a group and a topic for this assignment. Your task is to construct a question that follows the format of the questions in the TEXES exam for Principals. You may find very specific examples of those questions in the preparation manual by following this link: [Preparation Manual \(068 Principal\)](#)

Your group is to develop the question using the topic assigned to you in the TEXES Examination Group Activity Topic list in the Doc Sharing tab. You may use any method of communication between your group to develop the question. I suggest the discussion thread in Week 4 labeled for this assignment, or construct a Google

doc for your group [Google Docs](#), email between yourselves, or meet as you see fit. See the course calendar for due dates.

### **Culminating Activity (Reflection Paper):**

Your culminating activity is a paper based on your reflections about new insights and the administrative/management concepts we have explored in this class. This paper is an organized reflection of your thoughts about what you have learned in this class. To help you organize your paper and provide some structure to your reflection, your paper should have the following sections:

1. Title page
2. Body
  - a. Introduction
  - b. Discussion of how your thoughts on the role of the principal have changed from the “you” at the beginning of this course.
  - c. Identification and discussion of three main ideas you have taken from the presentations and discussions of the chapters from the textbook. This is not a summary of what you have learned but three overarching, large, conceptual ideas that have come to you regarding knowledge the principal should have to be a knowledgeable, well prepared leader of a school.
  - d. Discussion of your ideas about leadership. For this section, consider the ideas about leadership presented in the books and videos. How have these resources impacted your concept of leadership?
  - e. Discussion of your ideas about “effectiveness” as it applies to schools. In your mind, what does an effective school look like? How will know if you have been effective?
  - f. Conclusion
3. Reference page

This paper should have a minimum of 7 pages and a maximum of 10 pages in length (not including the title or reference pages). Papers should be double spaced, size 12 font (New Times Roman or Ariel), and follow the format for papers as specified by the APA Publication Manual. It should also be free of technical errors (spelling, punctuation, proper use of grammar, etc.). While your paper is reflective in perspective—which means you can use “I”—it should otherwise be scholarly in tone and presentation.

Since your paper is reflective in content, you don’t have to worry about providing me with the “right answer” or giving me what you think I want you to say. This paper is designed to provide you with the opportunity to solidify your thinking on the main ideas of the course, which in many ways will provide an important foundation for courses yet to come. However, your paper will be graded with several things in mind, including the quality and depth of your response. We have covered a great deal of material in this course, and I am looking for your ability to analyze, synthesize, integrate, and discuss cogently what you have learned. (*NOTE: The appropriate use of quotes and references will greatly enhance the quality of your paper.*)

**Regardless of circumstance, all assignments are due on the date specified.**

**Student Performance Evaluation:**

Evaluation will be based on successful completion of each of the performance expectations. Each expectation has been assigned points towards the total on which the final course grade will be based.

Educational Leader Interview Project	150 points
TEExES Examination Activity	150 points
Threaded Text Discussions	350 points
Course Culminating Activity	350 points
Total	1000 POINTS

FINAL GRADE:	A = 90-100%
	B = 80-89%
	C = 70-79%
	D = 60-69%
	F = 59% and below

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, grades are given to primarily provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the rubric provided (see Rubric for Course Grade attached).

**TECHNOLOGY REQUIREMENTS**

This is a web-enhanced class. Great portions of the instructional activities and assignments will be delivered and received online using the eCollege learning media platform. This is an online/web/enhanced course and some obvious technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account. Please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam. When sending me an email be sure that you have the included your name and Course Number (EDAD 615) in the subject line.

**ACCESS AND NAVIGATION**

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

Being a Successful Student

[-What Makes a Successful Online Student](#)

[- Self-Evaluation for Potential Online Students](#)

[- Readiness for Education at a Distance Indicator \(READI\)](#)

o Login Information: Login = utilize your unique id; password = utilize your unique password

How is the eCollege Course Organized?

Our course is organized in weekly Modules. You must complete assignments from Modules within the week it is assigned.

1. The student will access and follow all course instructions found in the weekly/unit content area of the eCollege course. The weekly/unit content area of our course is found on the left navigation bar.
2. The student will view all PowerPoint presentations provided. PowerPoints may be accessed through the individual module's PowerPoint button.
3. The student will complete the assigned 'online' exams (if appropriate) by accessing the 'exam' tool in the eCollege course.
4. The student will respond to posted online course discussion questions using the eCollege discussion tool. The discussion threads will be posted in each module and available for you to correspond and respond to topics in each weekly module.

5. The student will complete and submit assignments electronically using the eCollege dropbox tool/tab which is located in the Dropbox tab across the top of your eCollege home screen.

## COMMUNICATION AND SUPPORT

I will communicate with you through:

- *Email*
- *eCollege Announcements*
- *Module Q&A*

**Interaction with Instructor Statement:** Email is the primary mode of communication that will be used in this course when we are not in a face-to-face class day. I will attempt to answer emails within 24 hours. Please be sure that the email you have listed with TAMUC is the one you wish to use. eCollege uses the MyLeo email that was provided to you upon admittance to the University, unless you have changed your primary email through the system.

### ***eCollege Student Technical Support***

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

*Course Specific Procedures:*

*Late work:*

*Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.*

**Attendance:**

*This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. **The quality of your contributions and regular participation in weekly activities will be considered attendance.** It is strongly encouraged that you attempt to log into the course each day. Please check your MyLeo email for messages in order to keep current.*

**Scholarly Expectations:**

*All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.*

**Dropping the Class:**

*At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.*

**Incomplete Grades:**

*Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks" (Policy A 122.07, EDAD 671 Online Course Syllabus – MacDonald - 6/5/2010 12 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.*

**Academic Honesty:**

*Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.*

*"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."*

*(Texas A&M University –Commerce, Graduate Catalog).*

**Plagiarism:**

*Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through **Turnitin** software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.*

*Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.*

*In a nutshell, the term "copyright" refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of "original works of authorship" including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.*

***Academic dishonesty in an online learning environment could involve:***

*Having a tutor or friend complete a portion of your assignment.*

*Having a reviewer make extensive revisions to an assignment.*

*Copying work submitted by another student to a public class meeting.*

*Using information from online information services without proper citations.*

*Again, all papers, reports, etc. will be submitted for review by the online library service "**Turitin**". Specific instructions will be given at a later date for access and use.*

**University Specific Procedures:**

***ADA Statement***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148**

*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**COURSE OUTLINE / CALENDAR (Tentative)**

**Modules will outline the course content on a weekly basis.**

**Week 1: Week of August 26 - Educational Organization & Governance**

**Survey:** What's Your Leadership Style?

**Discussion:** Introductions & Leadership Style Discussion

**Assignment:** Masters Orientation

**Readings:** Vornberg, Hickey, & Borgemenke Chapters 1-2

**Discussion:** A New Organization

Introductory Discussion

Respond to Discussion items for Chapters 1&2

Respond to at least one other student's post

**Upcoming Assignment:** [Educational Leader Interview](#)

**Week 2: Week of September 2 - Ethnic Groups/Educational Leadership**

**Readings:** Vornberg, Hickey, & Borgemenke Chapters 3-4

**Discussion:** Chapter 3 & Chapter 4 Discussion Boards

Respond to another student's post each week

**Upcoming Assignment:** [Educational Leader Interview](#) (

**Week 3: Week of September 9- Ethics/Change**

**Readings:** Vornberg, Hickey, & Borgemenke Chapters 5-6.

**Discussion:** Week 3 Discussion (2 Topics)

(**Assignment:** Educational Leader Interview

**Upcoming Assignment:** [TEXES Examination Activity](#)

**Week 4: September 16 - Leadership/Curriculum & Instruction**

**Readings:** Vornberg, Hickey, & Borgemenke Chapters 7-8.

**Discussion:** Chapter 7 Case Study and Chapter 8 Discussion Questions

**Assignment:** TExES Examination Activity

**Upcoming Assignment:** [TExES Examination Activity](#)

### **Week 5: September 23- Accountability**

**Readings:** Vornberg, Hickey, & Borgemenke Chapters 9.

**Discussion:** Chapter 9 Discussion **Assignment:** TExES Examination Activity

**Upcoming Assignment:** [Reflection Paper](#)

### **Week 6: Week of September 30- Human Resources/Communication**

**Readings:** Vornberg, Hickey, & Borgemenke Chapters 10-11.

**Discussion:** Chapter 10 Case Study and Chapter 11 Discussion Questions

**Upcoming Assignment:** [Reflection Paper](#)

### **Week 7: Week of October 7- Special Education/Technology/Other Programs**

**Readings:** Vornberg, Hickey, & Borgemenke Chapter 17.

**Supplemental Material:** Videos and Websites listed below.

**Discussion:** Chapter 17 and Supplemental Material Questions.

**Assignment:** Reflection Paper