EDAD 615: Leading Effective Schools
7-week session (August 25 – October 10, 2014)
Fall 2014

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NOTE: If after reviewing this syllabus, you are unsure about the correctness of a date or assignment, please email me ASAP so that I can provide clarification and/or correction.

COURSE INFORMATION

Required Texts:
You will need two books for this course; 14th edition of the Texas Public School Organization and Administration text and the APA 6THStyle manual. All assignments and discussion boards will refer to the 14th edition of the Vornberg text.

1. Vornberg, J. A., Hickey, W. D. & Borgemenke, A. (Eds.). (2014). *Texas public school organization and administration: 2012.* (14th ed.). Dubuque, IA: Kendall/Hunt Publishing Company. ISBN 9781465200006
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Text:
Lunenburg, F.C. & Ornstein, A.C. (2008). *Educational administration: Concepts & practices (*6th 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.

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:

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

Completion of Assignments

Each student is expected to work individually and/or with a group at the direction of the instructor to complete the assignments of the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to the professor and work submitted to the wrong Dropbox will not be accepted. Please be mindful of your submission deadlines.

Late Work Course Policy

In each module there will be a late box. Work that is not completed by the due date may be placed in the late box. Late work will not be accepted beyond the second day after the due date. Please note that late work WILL be penalized. The penalty is as follows

- 1 day late One Letter Grade Penalty
- 2 days late Two Letter Grade Penalty

Points will be deducted from the graded assignment. For example, a student submits an assignment one day after the due date. The assignment is graded and the student earned an B on the assignment. An additional deduction is required because of the late

submission. Therefore the final grade that the student will receive will be a C. Had the student submitted the work on time, the student would have earned a B. Therefore, it is imperative that you submit your work in on time.

Internet Outages

In the instances when you experience internet outages and you are requesting an extension, documentation of the outage will need to be provided. Please contact your Internet provider for the documentation. If you are in an area that is prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing eCollege and remember that eCollege can be accessed on your smart phones. Additionally, there are numerous places where Internet access is free:

1. McDonalds
2. Starbucks
3. Public Library
4. Dairy Queen
5. Barnes and Nobles
6. TAMUC Campus

Please have a back-up plan for Internet outages.

Computer/Technology Problems

In the instances when you experience problems with accessing eCollege, please contact IT for assistance. Please provide the instructor the name of the IT technician that provided you with assistance. The technician will also provide you with a "ticket number;" that number should also be forwarded to the instructor.

Please note that the acceptance of late work and requests for extension are provided at the discretion of the professor.

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.

Weekly Threaded Text Discussions (20% of your grade)

You will be provided with a weekly discussion prompt. You must first post your response to the prompt and then you are required to respond to at least two of your peers' posts for a total of three discussion posts weekly. Please see the instructions under the Discussion tab in the weekly modules. The first post must occur by Thursday of the week, the second post must occur by Saturday and the final post must occur by Sunday. Posts should be spread out through the week. Required posts uploaded on the same day will result in a penalty of 50% of the points for the week.

Criteria:

- The discussion posts will demonstrate an observable understanding of the content being discussed.
- The understanding will be at the critical thinking and synthesis level.
- The posts will demonstrate an ability to engage others in threaded text discussions that are 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.

Journal Entries (20% of your grade)

Journal entries are required weekly. Journal entries are an opportunity for the student to reflect on learning; express ideas and thoughts; and make comments about contemporary topics etc. Entries may be short in nature but should be thoughtful and scholarly.

Weekly Reflection Papers (20% of your grade)

Reflection assignments are required weekly. You will be asked to reflect on the readings, videos and article assigned for each module. You will identify the Principal Standard and TExES Competency that is most aligned to the content presented for each respective module. You will then justify your selection. For example, if you believe that the content presented this week is most aligned to Principal Standard 2 and TExES Competency Five, share your rationale. Your rationale must include specifics from the instructional materials reviewed for this week. In the reflection, your beliefs, experiences, recommendations or implications for current or future practice should be included. For example--What does this practice mean to you as a current or aspiring administrator? How does this information assist you in doing a better job or being a better administrator? How would this information help your current administration in terms of their practices and implementation of policies and protocols? Were there two or three concepts that stood out to you-or scream to you-that the framers of the policies were on the right track or completely wrong.

Your paper must be formatted using APA 6th Guidelines. Your reflection paper should

not be no less than three pages and no more than 5 pages. You must have a bibliography formatted according to APA 6th Guidelines. Failure to adhere to APA 6th Guidelines will result in a reduction of points. Please refer to your APA Manual for guidance in formatting your paper. All papers must have your names on them.

Educational Leader Interview (20% of your grade)

Each class member will identify a school Principal to interview. During the interview, you will ask the Principal to describe instances where they have had to demonstrate mastery of each of the Nine Principal Competencies as part of their roles as a school leader in Texas.Information obtained from the interview should be presented in a narrative. Please adhere to APA 6th format guidelines. A copy of the transcribed interview should be included as an appendix.

The purpose of this assignment is:

- To gather information from practicing administrators on the mastery of the nine principal competencies.
- To provide students with the opportunity to conduct research and gather data on the specific skills and knowledge that school leaders in Texas must possess.
- To provide students with an opportunity to organize and present data from research in a meaningful way.

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

This assignment should be uploaded to the appropriate Dropbox.

Leadership Paper-Final (20% of your grade)

Your culminating activity is a paper based on your reflections about new insights of School Leadership in Texas. 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-What does it mean to be a school leader in Texas?
    b. Discussion of how your thoughts on the role of the principal have changed from the “you” as teacher to “you” as the Texas school leader.

c. Identify and discuss three Principal competencies that you believe are the most important to a school leader in Texas. Identify one Principal competency that you believe is the least important to a school leader in Texas. Provide a rationale and justification for your selections.

d. Identify one of the nine Principal competencies you believe you will master easily and which of the competencies you believe that you will need to put forth extra effort to master.

e. Describe your plan for preparing to be an effective Principal in Texas

f. How do you believe this program will help you to achieve your goals of becoming a school leader in Texas?

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 do not 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 will 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.

Weekly Discussions	20 points
Weekly Journal	20 points
Education Administrator Interview	20 points
Weekly Reflection Papers (7)	20 points
Final Leadership Paper	20 points
TOTAL POINTS	100 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.

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. Remember to include your name and Course Number (EDAD 615) in the subject line when sending an email.

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.

Being a Successful Student

-What Makes a Successful Online Student

- Self-Evaluation for Potential Online Students

- Readiness for Education at a Distance Indicator (READI)

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. 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. Remember that 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 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:

All assignments are expected to be submitted in on time. 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."

(from the 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
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

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).*