



EDAD 5332

ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS

Spring 2018

College of Education

Department of Educational Leadership

Instructor: Dr. Mack T. Hines III
TEC 319 B
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Huntsville, Texas 77341
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Office hours: Online

Day and time the class meets: Online

PART I

A. COURSE DESCRIPTION

This introductory course deals with the basic activities of educational management, theories and concepts, organization, and governance of the public schools. Credit 3.

PART II

B. TEXTBOOKS

Text/Readings:

Texas Public School Organization and Administration

James A Vornberg & Wesley Dwayne Hickey

Year Published: 2016

Edition: 15th Edition

TK20 Students are required to purchase a TK20 account (tk20.shsu.edu). Certain assignments will be uploaded to TK20 during your courses and the internship. Logon with the normal student login, and a prompt will appear to purchase the account.

PART III

IDEA Objectives:

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.

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 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."

PART IV

Directions for Scope and Sequence: First, you will read the assigned chapter for each week. You will then write and post a one paragraph response on the SHSU online discussion board section for review by your colleagues. You will then respond to at least another student's posting. You will complete both requirements by 11:59 CST for the Friday of that week. I have provided a sample back and forth post for your review.

Week of	Topic	Posting Due (Your posting should appear by this date)
	January 16-28 Order Books Review Course Documents Seek Clarifications Make Class Introductions	
1/29	Class Introductions	2/4 11:59 P.M. CST
2/5	Chapter 4 Educational Leadership Is No Accident	2/11 11:59 p.m. CST
2/12	Chapter 9 The Principal	2/18 11:59 p.m. CST

2/19	Chapter 6Leading and Managing the Change Process	2/25 11:59 p.m. CST
2/26	Chapter 13School District Public Relations and Communications	3 / 4 11:59 p.m. CST
3/5	Thoughts and Reflections (What are You Thinking At This Point?)	3/11 11:59 p.m. CST
3/12	Spring Break	
3/19	School Vision and Leadership (I will send handouts for this week)	3/25 11:59 p.m. CST
3/26	Chapter 12The Principal and Human Resources, Budgeting, and Facilities	4/1 11:59 p.m. CST
4/2	Chapter19Students of Diversity	4/8 11:59 p.m. CST
4/9	Chapter 3Racial and Ethnic Groups in Texas	4/15 11:59 p.m. CST
4/16	Chapter 11 Systemic Approach to Educational Accountability	4/22 11:59 p.m. CST
4/23	Chapter 20 Leveling the Playing Field for Disadvantaged Students	4/29 11:59 p.m. CST
4/30	Preparation for Final Exam	
5/7	Final Exam	

Scope & Sequence

Professor's Response to Student Participation

Because of the online structure of this class, I will not “teach” you in the traditional sense. However, I can interact with you in ways to further strengthen your understanding of the chapter.

To that end, I will use the following response styles to maintain weekly interaction with you:

1. Upfront Initiation-During some weeks, I will provide the first post for a chapter.
 - A. *(It is optional for you to respond to my post. But it is required for you to respond to another student's post.)
2. Whole Class Response-At the end of the week, I will provide a summary response to all postings. I will sometimes incorporate pieces of your posts into my response.
3. Personal Response-I will provide an individualized response to each of your posts.
4. Exemplar Response-I will provide relevant research based or practical examples for your review.

Part V

EVALUATION

Assignments	Due Date Range	Date Due	Date Graded	PERCENTAGE
1.Class Participation	Weekly	Weekly	Honor System	30% of Final Grade
2. Develop a Vision of Leadership.	3/6/18-3/20/18	3/20/18	After 3/20/18	15% of Final Grade
3. Develop a long-term professional development plan	3/20/18-4/3/18	4/3/18	After 4/3/18	15% of Final Grade
4. Critique the communication processes used in a public school.	4/3/17-4/17/18	4/17/18	After 4/17/18	15% of Final Grade
5. Describe policy and procedures for	4/18/18-5/2/18	5/2/18	After 5/2/18	15% of Final Grade
6.End of Course Assessment		Anytime between May 7-9, 2018		10% of Final Grade
TOTAL POINTS				100%
A = 90-100 B = 80-89 pts. C = 70-79 pts. F = Below 70 pts.				

***You lose 2 points a day when you turn assignments in after the due date.**

Due Date Range-Dates in which assignments can be submitted to Dr. Hines (via Blackboard).

Final Due Date-Last date in which assignments can be submitted to Dr. Hines (via Blackboard).

Date Graded-Date in which Dr. Hines will work on papers.

Assignment 1 (30%)

Class Participation Grade

Students, the class participation grade is based on the honor system. You start the class with the 30% points for making posts. The only way that you lose the 30% is by not making any or very few posts for this class.

PART VI

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

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 absent 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. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

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 that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

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. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Additional Information:

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

Academic Dishonesty	
Student Absences on Religious Holy Days Policy	Students
with Disabilities Policy	
Visitors in the Classroom	

