Sul Ross State University
Department of Education

ED 7304 Leadership in Educational Administration – Summer I 2023

Professor: Dr. Galen W. Privitt
Office: 2241 River Oaks Cr., Abilene, TX 79605
Phone: 325-725-7025—Cell, Abilene Office
Office Hours: 9:00 a.m. to 11:00 a.m., Friday
Email communication: gprivitt@sulross.edu
Course Dates: June 1—July 7, 2023; Grades due in to Registrar's office on July 10.

Office Hours: This is a web, asynchronous class, which does not have regular meeting times designated. I will do my best to respond to your email questions within 24 hours during the week. I do not now have an office at SRSU! My summer residence is in Abilene. Since this is a summer class taught in Abilene and I do not have summer office hours in Alpine, you will need to schedule an appointment with me either at my residence or Region 14 on South Treadaway, or via Blackboard Ultra Collaborate if we need to meet face to face. Probably the best option will be to meet via Blackboard ultra. If you need to talk to me via email, email a message, or text and leave a message I do not use the telephone to discuss significant class business for several reasons, but primarily the risk for misunderstanding is simply too great to risk. Be sure to leave your name and the class you are in. An email message is best, and I prefer that you use this mode of communication during the week.

Course Description:

This is a fully asynchronous online course that critically examines the theory and practice of leadership and management in school administration with the goal being to teach future school administrators the practice of leadership as opposed to management. The behaviors, skills, attributes, beliefs, and attitudes for leadership and management will be researched and investigated. Special attention will be given to the difference between the concept of leadership and the concept of management in educational organizations and we will examine which provides the best practice approach to school administration. This course is restricted to ESC Region 14 Program students.

Course Performance Standards, Knowledge and Skills:

        The course is designed to prepare students to function as effective leaders within an educational organization setting. Methods designed to provide an understanding of the process of leadership will be included. Emphasis will be placed

on the study, analysis, development, and enhancement of effective leadership and empowering behaviors. The learning, research, and assignments for this class will be based on the TExES Standards and Competencies for certification of Principals and counselors.

Learner Outcomes:

This course emphasizes the theoretical approach to leadership versus management in public schools as it pertains to principals and counselors. To accomplish this objective, this course emphasizes readings, discussion, case study, and applied research using a mixed delivery system of face-to-face and web-based environments.

Student Learning Outcomes

The graduating student will demonstrate that he/she:

1. Has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner (School Community Leadership Domain).
2. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective learning environment (Administrative Leadership Domain).
4. Portfolio Capstone Assessment: Graduate students in the General Masters Degree program offered through the Region IVX ESC will know how to: prepare a professional portfolio based on the SRSU model defending each student's knowledge of all coursework and orally defend the portfolio with 80% accuracy as the program's comprehensive exam.

Course Objectives:

Through the activities of this course, students will gain an overview of school administration in Texas. Students will be able to:

- Apply theory and practice to understand the job duties and role of the counselor and principal as educational leaders.
- Understand the role of the school leader as an instructional leader and understand the scope and impact of curriculum, instruction, and testing on the school environment.
- Understand the scope of human resources and how to develop sound hiring, retention, and professional development plans for the school.
- Understand and apply the theoretical and practical aspects of educational leadership in school organizations.
- Establish and develop the student's individual leadership skills.
- Study and understand the difference between leadership and management skills
- Understand and apply the State of Texas counselor and principal competencies

and standards.

Required Text:

Seifert, E., and Vornberg, J. ( ). The new school leader for the 21ˢᵗ century: The principal. Scarecrow Press. (ISBN 0810843935).

<u>AND</u>

Glanz, J. ( ). What every principal should know about cultural leadership. Sage publications. (ISBN 1412915872)

Recommended Reading:

American Psychological Association. (2010). ***Publication manual of the American Psychological Association (6ᵗʰ ed.)***.   Washington, D.C.: American Psychological Association. (This text will be valuable to you throughout your principal and your superintendant programs. You are not required to purchase this book, but it will be valuable throughout your programs.)

Internet Web Resources:

Here are some Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, and WorldCat Dissertation & Theses.

TEA Website: http://www.tea.state.tx.us

Assignments:

Assignments are outlined in the Course Calendar found on Blackboard under "Syllabus and Calendar." Please review and follow this calendar.

Grading:

There are 100.0 points available:

90.0 – 100.0 = A
80.0 – 89.9   = B
70.0 – 79.9   = C
0 – 69.9   = F.

Student Intro PPT	3.0 Points
Discussion Board Power Points	9.0 Points (3 power points @ 3 points ea)
Organizational Meeting Critique:	10.0 Points
Prelim. PAP	5.0 Points
Article Reviews	14.0 Points (2 Reviews, 7.0 points each)
Final Exam:	30.0 Points
Final PAP:	19.0 Points
Book Critique:	10.0 Points (5 for the written and 5 for oral video)
Total:	100.0 Points

Grading Policy:

1. Come to each class prepared to fully participate in the class discussion for that week. Lack of participation can cause you to lose points from your grade.
2. Any late assignment, without ***prior*** permission from the instructor, could cause you to lose **10% of the assignment value for each day it is late**.
3. As papers should be typewritten according to the American Psychological Association (APA) manual, 6th Edition, papers with APA errors can cause you to lose points from the grade on that paper.
4. Extra credit points are not available.
5. **There are no I's (incompletes) for this class.**
6. **12:00 am** on the date for every assignment due is considered the cutoff and papers submitted after this time could result in a lower grade for that assignment.
7. There are no optional assignments in this course.

Conduct:

Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquitte" is essential in an online environment. Please observe the following rules of common courtesy:
a) Check the course website frequently and respond appropriately and on subject.
b) Focus on one subject per message and use pertinent subject titles
c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
e) Cite all quotes, references and sources.
f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.

h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.
(The above "netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator, Mary Schwartze, located in the Ferguson Hall, Room 112. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.