



J. Continue to develop as "Visionary Learners" in the following areas:

Assessment: Know general assessment practices as related to the administration of the school, including the effects of laws and selection of "best practice."

Communication: Develop written and technological modes to develop effective, necessary, professional communication skills.

Critical thinking: Know theories and models as compared and contrasted with the demands of practice at all levels.

Human relations: Know how this essential component for administration relates to various groups involved with the school district, students and community.

Leadership: Examine models and effective practices at local, state and federal levels. Facilitate class discussion boards by individual students to promote individual growth.

Methodology: Examine strategies used by various power sources to enhance education at all levels.

Professionalism: Examine and practice ethical and professional principles of performance.

### **A Key Instructional Methodology**

Collaborative Learning and Online Learning---The Collaborative learning process is an important learning strategy for this course to promote authentic learning through questioning and understanding in sharing thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences. I will post a discussion prompt for each module group's discussion board. **You are encouraged to spend time each week talking to your principal or other administrators about the week's topics. These interview hours should be logged and reflected upon for your "Logged hours" assignment due near the end of the semester.**

- For the first part, reflect on the discussion prompt posted for your group. In order to be more thoughtful about your responses, I would recommend preparing your responses first on a word processor and then copy and paste them to the discussion board. Do not simply attach your Word Documents as your post. **Copy and paste your initial post into the response frame.** Your first response is to be posted by Thursday evening. Your response should be approximately two to three paragraphs (250 to 350 words) in length citing the key elements from the readings and your own experience to support your response.
- For the second part, I would like you to begin by reading through other group members' responses and provide feedback to two other members of your group regarding their response by midnight Sunday. I will read through each group's discussion and provide additional feedback to the group for each discussion question by Tuesday evening of each week. It is not helpful to your learning or your fellow group members to post late. I understand that with online courses it can be difficult to post daily. However, most students find success by simply making their first post and then checking the discussion thread twice more. The secondary post is to provide classmates feedback and a final time to read instructor feedback.
- Because the discussion boards are intended to be dynamic, I encourage you to treat them as such and resist the urge to post generic or ambiguous postings as if the discussion board was a correspondence course. **You will be sharing your thoughts with fellow scholars and I will expect you to dig deep and demonstrate knowledge of the research presented in the unit by citing sources (at least each week) as you make your original post.** You will receive ten points for every posting that includes both posting to the discussion questions and feedback to other students within the unit timelines. I know that sometimes technology can be frustrating so please do not hesitate to call me if you have any problems or concerns with Sakai or the course. Feel free to call me at the office (308) 432-6364 or at home (605)745-3528. I can take calls at home up to 10 p.m.
- You are encouraged to spend time each week talking to your principal or other administrators about the week's topics. **Please log these hours with a short reflection and the time (hour/minutes) which you spend.** These should be compiled into a log which you will submit as an ASSIGNMENT at the end of the semester. It is expected that you will accumulate at least 10 total hours during the semester.

*A special note regarding instructor feedback: I view adult learning as a cooperative process with students and instructors working together as "co-learners". With that being said, my highest priority is to provide prompt feedback and to act as a coach, mentor and facilitator. This "ideal" co-learner environment will only be accomplished if we both give our best efforts in the learning process. You have my commitment to always offer my best. In addition to instructor comments via the discussion boards, I will provide individual and confidential feedback within the online gradebook function when appropriate.*

**Course Requirements:** It is intended that all courses on the graduate level shall require of students greater intellectual effort, more independence in reading and investigation, and more constructive thinking than do the undergraduate levels of instruction.

1. Read and study assigned portions of text and selected Internet sites.

2. Respond to appropriate assignments, discussion board questions, research and write responses to assignments.

3. School Board Meeting and report: Attend a School Board meeting and write the "minutes" as you saw and heard the meeting unfold. Post your account to the Discussion Board so that others may read your experience.

4. Participation: Active participation is expected and required.

5. Journal Article Reviews

6. Concept/Issue Paper: To be selected with the approval of the instructor. The focus is to be on a topic for research related to this course. The paper should be 4-6 pages. Submit the topic for approval BEFORE you begin the research

IMPORTANT: Composition, grammar, and spelling appropriate to graduate course work is expected. Points may be deducted from the final grade if this requirement is not meet. Developing your professional writing skills is one of the goals.

7. Mid-term exam
8. Final exam
9. Logged hours
10. Electronic Anthology

Assignments—The assignments are designed to provide you with a means to document what you are learning. All article reviews should be done in APA format for students in the EDAD program. You can reference the APA format at the APA Online site <http://www.apastyle.org/elecref.html>

All assignments are to be sent to me as a Word document as attached to email to me using the email account in course website email function or within the course ASSIGNMENT link by the designated time on the due date.

Journal Article Review---There will be two Journal Article Reviews during the semester. Each article review will be worth 10 points. The student will provide a minimum of 2 PDF copies of current articles pertaining to school finance and funding issues. Each article review should consist of the following:

1. Your name and email address.
2. The APA citation for the journal article.
3. A summary of the article
4. A thorough discussion of the article

District Clerk Interview: An opportunity to interview district clerk and/or central office person will offer an excellent insight into the unique issues that various school leaders face. Major issues relating to budget creation, funding source differences, community support for capital bonds, and bid contract procedures would be considered in an interview. A sample list of interview questions will be provided. The interview report should be written in a narrative style. The interview will be worth 20 points.

The Comprehensive Exam---At the end of the course, each student will be asked to write a comprehensive exam that will reinforce the major course outcomes listed in the syllabus. A list of school business management and/or funding scenarios will be provided for student to select from. The comprehensive exam is worth 45 points.

**Course Schedule/Outline: Tentative Course Schedule for EDAD 636 Fall 2012** Instructor retains the right to make changes as needed.

Date	Readings Assignments	Learning Activities and Assignments
Aug 19- Aug. 26	<p><b>Part I</b></p> <p><b>Chapter 1: Public values and School Policies</b></p> <p>Post on Sakai Introductions in reference to Chapter 1 in Ed. Gov. text by Sergiovanni</p> <p>Start Reading <u>Unmistakeable Impact</u> chapters 1-2.</p>	<p>Small group discussions on Sakai. <b>Begin creating Electronic Portfolio.</b></p> <p>Chapter 1 Postings -- Due: Friday, Aug. 23/ Peer responses -- Due: Monday, Aug. 26 <i>Please start logging your required conference hours with administrators.</i></p>
Aug. 26-Sept.2	<p><b>Part I</b></p> <p><b>Chapter 2: Issues Shaping School Policy and Administration</b></p> <p>Post on Sakai Chapter 2 of Ed. Gov. text</p> <p>Continue reading <u>Unmistakeable Impact</u> chapter 3.</p>	<p>Chapter 2 Postings -- Due: Friday, Aug. 30/ Peer responses -- Due: Monday, Sept. 2 <i>Remember to log the time you spend conferring with your administrators.</i></p>
Sept. 2-Sept.9	<p><b>Part II</b></p> <p><b>Chapter 3: Education Admin. An Overview</b></p> <p>Post on Sakai in reference to Chapter 3 of Ed. Gov. text by Sergiovanni</p> <p>Continue reading <u>Unmistakeable Impact</u> chapter 4.</p>	<p>Chapter 3 Postings -- Due: Friday, Sept. 6/ Peer responses -- Due: Monday, Sept. 9 <i>Remember to log the time you spend conferring with your administrators.</i></p>

Date	Readings Assignments	Learning Activities and Assignments
Sept. 9-Sept. 16	<p><b>Part II</b></p> <p><b>Chapter 4: Educational Administration As an...</b></p> <p>Post on Sakai in reference to Chapter 4 of Ed. Gov. text by Sergiovanni</p> <p>Continue reading <u>Unmistakeable Impact</u> chapters 5-6.</p>	<p>Chapter 4 Postings-- Due: Friday, Sept. 23/ Peer responses -- Due: Monday, Sept. 16 <i>Remember to log the time you spend conferring with your administrators.</i></p>
Sept. 16-Sept. 23	<p><b>Part II</b></p> <p><b>Chapter 5: The development of Thought...</b></p> <p>Post on Sakai in reference to Chapter 5 of Ed. Gov. text by Sergiovanni</p> <p>Reading <u>Unmistakeable Impact</u> chapters 7.</p>	<p>Chapter 5 Postings -- Due: Friday, Sept. 20/ Peer responses -- Due: Monday, Sept. 23 <i>Remember to log the time you spend conferring with your administrators.</i></p>
Sept. 23-Sept. 30	<p><b>Part II</b></p> <p><b>Chapter 6: Administrative Work, Roles...</b></p> <p>Post on Sakai in reference to Chapter 6 of Ed. Gov. text by Sergiovanni</p> <p>Journal</p> <p><b>Begin Thinking of a Concept / Issue idea From the Knight book, Unmistakeable Impact, for your paper due on November 29th</b></p>	<p>Chapter 6 Postings -- Due: Friday, Sept. 27/ Peer responses -- Due: Monday, Sept. 30 <b>School Board Meeting Report posted by Tuesday, Oct. 1 at midnight. 2-4 pgs</b> <i>Remember to log the time you spend conferring with your administrators.</i></p>
Sept. 30-Oct. 7	<p><b>School Board Meeting Report</b> posted by Tuesday, Oct.1 at midnight. 2-4 pgs</p> <p><b>Journal Article Review-</b> Think of a journal article on the Principalship/finance and funding - due Oct. 6 <b>Work on Mid-term</b></p>	<p>No Postings this week</p> <p><b>Mid Term Exam Due Tuesday, Oct. 15 at Midnight</b></p>
Oct. 7-Oct. 14	<p><b>Part III</b></p> <p><b>Chapter 8: Students and Teachers Today</b></p> <p><b>Mid Term Exam Due Tuesday, October 15th at Midnight</b></p> <p><b>Concept / Issue "school improvement condensed" paper idea due this week.</b></p> <p>Post on Sakai in reference to Chapter 8 in Ed. Gov. text by Sergiovanni</p>	<p>Chapter 8 Postings -- Due: Friday, Oct. 11 / Peer responses -- Due: Monday, Oct. 14 <i>Remember to log the time you spend conferring with your administrators.</i></p>
Oct. 14-Oct. 21	<p><b>Part III</b></p>	<p>Chapter 9 Postings -- Due: Friday, Oct. 18/ Peer responses -- Due: Monday, Oct. 21 <i>Remember to</i></p>

Date	Readings Assignments	Learning Activities and Assignments
	<b>Chapter 9: The Principalship Today</b>	<i>log the time you spend conferring with your administrators.</i>
Oct. 21- Oct. 28	<b>Part III</b>  <b>Chapter 10: The Supt. Today</b>  <b>Chapter 17: School Finance</b>  <b>Interviews with District Clerk/Business Manager/ Grants Coordinator DUE: Friday.</b>	Read Chapter 10 and 17  NO FORUM POST  <b>Interviews with District Clerk/Business Manager/ Grants Coordinator DUE: Oct. 25.</b> <i>Remember to log the time you spend conferring with your administrators.</i>
Oct. 28-Nov. 4	<b>Part IV</b>  <b>Chapter 11: Schools as Political Systems</b>  Post on Sakai in reference to Chapter 11 in Ed. Gov. text by Sergiovanni	<b>Chapter 11 Postings Due Fri. Nov. 1/ Peer Responses- Due: Monday Nov.4</b> <i>Remember to log the time you spend conferring with your administrators.</i> Mid – Term Ck.-Submit Electronic Anthology.
Nov. 4-Nov. 11	<b>Part IV</b>  <b>Chapter 12: The Local System of policy Making</b> in reference to Chapter 12 in Ed. Gov. text by Sergiovanni  Student selected Journal Article ASCD or NASSP on finance/funding	Chapter 12 No Postings this week  <b>2nd. Journal Article Review due Nov. 8. Add copy to Electronic Anthology.</b>
Nov. 11-Nov.18	<b>Part IV</b>  <b>Chapter 13: The State Level of Policy Making</b> in reference to Chapter 13 in Ed. Gov. text by Sergiovanni  Post on Sakai	Chapter 13 Postings -- Due: Friday, Nov. 15 / Peer responses -- Due: Monday, Nov. 18 <i>Remember to log the time you spend conferring with your administrators.</i>
Nov. 18-Nov. 25	<b>Part IV</b>  <b>Chapter 14: The Federal Level of Policy Making</b>  Post on Sakai Chapter 14 in reference to Chapter 14 in Ed. Gov. text by Sergiovanni.	Chapter 14 Postings -- Due: Friday, Nov. 22/ Peer responses -- Due: Monday, Nov. 25 <i>Remember to log the time you spend conferring with your administrators.</i> Due: <b>Concept/Issue Paper - Due (via e-mail):Friday, Nov 29th</b>
Nov. 25-Dec. 2	<b>Part V</b>  <b>Chapter 15: The Legal Foundation...</b>	Chapter 15-16 Postings -- Due: Friday, Nov. 29/ Peer responses due Dec.2 -- <i>Remember to log the time you spend conferring with your administrators.</i>

Date	Readings Assignments	Learning Activities and Assignments
	<b>Chapter 16: Leading Public Schools...</b>  Post on Sakai in reference to Chapter 15-16 in Ed. Gov. text by Sergiovanni	
Dec.2-Dec. 14	Culminating Activity-Personality inventory....perception  <b>Course Wrap-up</b>	<b>Submit final version of Electronic Anthology due Dec.6 at Mid-Night</b>  <b>Comprehensive exam. Due Dec. 11 at Midnight</b>

**Grading Procedures:** Points assigned to each activity are available for viewing in the gradebook for this class. Let me know if you have difficulty viewing any grades. All assignments must be attempted and achieve a grade of "C" or better in this course for you to receive a final grade for the class. Late submissions are subject to a one letter grade penalty. Total points will determine your grade for this class.

Discussion Participation	120 points
Journal Article Reviews	20 points
Clerk Interview	20 points
School Board Mtg Report	20 points
Mid Term Exam	45 points
Concept/Issue Papers	50 points
Final Exam	45 points
Logged Hours	10 Points
Electronic Anthology	30 points
Total Points.	360 points

**Grading Scale:** Total points will determine your grade for this class.

A = 93 - 100%

B = 86 - 92%

C = 79 - 85%

D = 60 - 78%

F = 59% and below

**Student Behavior:**

**Academic Honesty** - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. The full copy of the student handbook can be found at <http://www.csc.edu/publications/cscstudenthandbook.pdf>. Academic Policies, including academic dishonesty, can be found between pages 32-34.

**Attendance Policy** – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.

**Civility** – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

**Nondiscrimination Policy/Equal Educational Opportunity Policy:** Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6268; Crites, Rm. 011).

**Disclaimer:** This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

**Student Support Services**

You can access Student Support Services through the Quick Links located at [www.csc.edu/studentserv/](http://www.csc.edu/studentserv/).

**Information for Students with Disabilities**

Website: [www.csc.edu/healthserv/counseling/index.csc](http://www.csc.edu/healthserv/counseling/index.csc)

Phone: 308-432-6461

**Accommodations for Students with Disabilities**

Website: [www.csc.edu/technology/students/disabilities.csc](http://www.csc.edu/technology/students/disabilities.csc)

**Academic Support Services**

Website: [www.csc.edu/projectstrive/](http://www.csc.edu/projectstrive/)

Phone: 308-432-6068

**Tutoring**

Email Frances Gonzalez, Tutorial Services Counselor, at [fgonzalez@csc.edu](mailto:fgonzalez@csc.edu)

Phone: 308-432-6381

**Technology Help**

Email IT Help Desk at [helpdesk@csc.edu](mailto:helpdesk@csc.edu)

Phone: 308-432-6311

**Library**

Email the reference desk at [library@csc.edu](mailto:library@csc.edu) Phone: 308-432-6271