

CATALOG 2006-2008

COLLEGE: College of Education

Catalog Page(s) Affected:

Course: Add: x Delete: _____ Change: Number _____ Title _____
(check all that apply) SCH _____ Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification. Please see reverse side of this page.

With this document, the Department of Professional Programs and more specifically the educational administration program is requesting authorization to deliver the next doctoral level course in a sequence of doctoral level courses through a doctoral program collaborative between Texas A&M University College Station and Texas A&M International University.

As such, this should be considered a request for the development and delivery of a new doctoral level course. The title of the course being proposed is EDAM 6320 Foundations of Educational Administration. It is being developed with the intention that this course will count for a total of three semester credit hours (SCH). No authorization to deliver a lab in conjunction with this course is being requested.

Attached for the committee's review, you will find a proposed syllabus (sample TAMU syllabus) for the course which provides the proposed course description as well as additional relevant information. If approved, the TAMIU faculty responsible for the delivery of this course will construct a similar syllabus to that which is attached.

Program: Add: x Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

College Introductory Pages: Add information: _____ Change information: _____ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

TEXAS A&M INTERNATIONAL UNIVERSITY
Department of Professional Programs
Educational Administration Program

EDAM 6320 Foundations of Educational Administration

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:

After successfully completing this course, students should be able to:

- 1.) Articulate how contemporary national education issues evolve over time and serve to define part of our national identity.
- 2.) Explain how current and past educational policies, practices, theories, and philosophies have served to undergird the present day educational system.
- 3.) Demonstrate the ability to analyze the current educational system through several disciplinary lenses that include historical, economical, philosophical, political, sociological, and legal contexts.
- 4.) Understand how issues involving citizenship and democracy impact public education in the United States.
- 5.) Conceptualize issues regarding social class and social production/reproduction theory and how these concepts transcend American public education.
- 6.) Define how constructs of gender and sexuality; race, ethnicity and white privilege; segregation, desegregation, resegregation, and integration affect the quality of the American public school system.
- 7.) Explain how the concepts of bilingual education and immigration; special and gifted and talented education; tracking in segregated schools; and the accountability movement can sometimes lead to unintended negative outcomes in school organizations.
- 8.) Demonstrate the ability to lead educational organizations from an authentic leadership model.
- 9.) Understand how the shift to a globalized economy is impacting the teaching and learning process in educational organizations.
- 10.) Apply the concept of social justice as a means of improving the delivery of educational services to the American community.

-----Original Message-----

From: Ramirez, Jr., Alfredo
Sent: Tuesday, August 05, 2008 8:23 PM
To: Trevino, Mary T.
Subject: Re: EDAM 6320

Ms. Trevino:

You are correct. The TAMU catalog description is what we would like to use rather than the one on the sample syllabus.

Thank you very much for all of your help with this.

Alfredo Ramirez, Jr.
Assistant Professor/Interim Chair

----- Original Message -----

From: Trevino, Mary T.
To: Ramirez, Jr., Alfredo
Sent: Tue Aug 05 18:01:47 2008
Subject: EDAM 6320

Dr. Ramirez,

I received enough votes to approve the addition of the EDAM 6320 – Foundations of Education Administration. The description on the attached is rather long. Is this what you want for the course description?

The TAMU catalog has the following description for what I assume is the equivalent course:

639. Foundations of Educational Administration. (3-0). Credit 3.
Selected historical, philosophical and sociological foundations and developmental dimensions of educational administration.

Please advise.

EDAM 6320 Foundations of Educational Administration

Fall Semester 2008

Date and Time of Course: TBA

Texas A&M International University

Department of Professional Programs

Professor's Name

Address and Office Location

Office Telephone Number

Professor's Email Address

Professor's Office Hours



Course Description:

Education remains one of our nation's most fundamental and integral enterprises and in many respects, defines who we are as a nation. Education also helps define who we are as individuals, as the majority of our formative years are spent in school. Yet, we often neglect to examine the foundations of many of our contemporary education issues, many of which have been written about and debated for decades. In this class we will explore and critically analyze some of the main education issues in our nation's history. Through the use of both classic and contemporary texts, we will look at the policies, practices, theories and philosophies that undergird our education system today. An interdisciplinary course, we will look at these issues through the lenses of history, economics, philosophy, policy, sociology, law, etc. The principal issues discussed in class will be Citizenship and Democracy, Social Class/Social Reproduction, Gender/Sexuality, Race/Ethnicity/White Privilege, Segregation/Desegregation/Resegregation/Integration (Foundations and Aftermath), Bilingual Education and Immigration, Special and Gifted Education, Tracking/Within-School Segregation and Detracking, Accountability/NCLB, Authentic Leadership, Globalization, and Social Justice. As we read many of the key writings in these areas it will become clear that thought diverges and consensus is elusive even among the most recognized and renowned scholars. Accordingly, our class discussions are expected to reflect this diversity and be an opportunity to critically engage the foundations of the issues faced by education administrators in schools every day.

Course Texts:

Required:

- Freire, P (2000). *Pedagogy of the oppressed*. New York: Continuum International Publishing Group
- hooks, b. (2000). *Where we stand: Class matters*. New York: Routledge.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- MacLeod, J. (2004). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder, CO: Westview Press.
- Woodson, C.G. (1933). *The mis-education of the Negro*. Washington, DC: Associated Publishers.

Recommended (We will read excerpts):

- Anderson, J.D. (1988). *The education of blacks in the South: 1860-1935*. Chapel Hill: The University of North Carolina Press. Read Ch. 1, "Ex-Slaves and the Rise of Universal Education in the South, 1860-1880"
- Balkin, J. (2002). *What Brown v. Board of Education should have said: The nation's top legal experts rewrite America's landmark civil rights decision*. New York: NYU Press. Read, "Revised Opinions in *Brown v. Board of Education*, Derrick A. Bell (dissenting)"
- Clotfelter, C.T. (2006) *After "Brown": The rise and retreat of school desegregation*. Princeton, NJ: Princeton University Press. Read Ch. 1 excerpt, "Schools and Segregation in the North on the Eve of *Brown*"
- Counts, G. (1978). *Dare the school build a new social order?* Carbondale, IL: Southern Illinois Press.
- Dewey, J (2004). *Democracy and education*. New York: Kessinger Publishing.
- Losen, D.J. & Orfield, G. (2002). *Race inequity in special education*. Boston: Harvard Educational Publishing Group. Read, Introduction, "Racial Inequity in Special Education"
- Lucas, S.R. (1999). *Tracking inequality: Stratification and mobility in American high schools*. New York: Teachers College Press.
- McGuinn, P.J. (2006). *No Child Left Behind and the transformation of federal education policy, 1965-2005*. Lawrence, KS: University Press of Kansas. Read Ch. 9 "Convergence—The No Child Left Behind Act and the New Federal Education Policy Regime"
- Mickelson, R.A. (2005). How tracking undermines race equity in desegregated schools. In Petrovich, J. and Wells, A.S. (eds.). *Bringing equity back: Research for a new era in American educational policy*, pp. 49-76.
- Moses, M. (2002). *Embracing race: Why we need race-conscious education policy*. New York: Teachers College Press. Read Ch. 1 "Bilingual Education"
- Rodriguez, R. *Hunger of memory*. New York: Bantam Books.

In addition to the books noted above, a collection of articles also required for class will be available electronically unless otherwise noted. Instructions on obtaining these articles will be provided in class.

Course Requirements:

25 pts/25% **Attendance, Participation and Engagement (APE).** This course is designed to rely heavily on student contributions. Therefore, the success of our class depends on student input. Students are expected to be in class having read all of the assigned readings and prepared with questions to contribute to class discussions. Creating an environment where the issues related to the course can be critically engaged is central to the goals of the course. Unexcused absences as well as insufficient participation in class discussion will negatively impact the APE portion of your grade. Students will earn up to ten (10) points for attendance, participation and engagement.

Students will also be required to turn in three, 2-3 page critical reflection papers. Two of the papers will be based on the readings from the two weeks of their choice. Rather than a summary, students will be expected to discuss the relevant themes from the readings, the historical/political/sociological/philosophical, etc. perspectives, as well as their own thoughts about the readings. The third paper will be a case brief of any of the legal decisions read in class. Further information on the case brief will be discussed in class. Papers must be turned in at the beginning of class on the selected week, with the exception of Week 1 readings which may be turned in at the beginning of Week 2. Each paper will be worth up to five (5) points, for a total of fifteen (15) points total. Students cannot write reflection papers in the same week they choose to lead/prepare class discussion. **Due: the Tuesday of the selected weeks.**

10 pts/10% **Lead/Prepare Class Discussion.** Each student will choose one week to be responsible for structuring class discussion for the first half (approximately 1 ½ hours) of class. Students will disperse reading/discussion questions to the entire class via email no later than the Friday prior to the selected week to guide their reading and to prepare for discussion the following week. We will then use the questions to guide classroom discussion. Students will not be expected to prepare a formal presentation, but should take the lead in guiding the class discussion based on the questions prepared. Points awarded based on the thoroughness, clarity and thoughtfulness of the questions, the timeliness of the class email and the management of the class discussion. **Due: The Friday prior to the selected week.**

25 pts/25%

Case Study of Education Issue. Students will, in groups of 2-3, research an educational issue/problem of their choice, preferably one currently existing in an area school. Students will prepare a case study that outlines the problem, presents the historical roots, local/state/national context of the problem, theoretical/ philosophical foundations, socio-political context, outcome/impact, a critique of how the situation was handled, as well as additional information deemed necessary for a holistic understanding of the situation. Students may draw on relevant course readings, but should conduct outside research pertinent to the topic selected. Informal interviews, photos, etc. would be acceptable additions to more formal, scholarly research, especially as they provide insight and perspective to the issue at hand. Some class time will be reserved for small groups to meet and prepare; however, conversations and meetings outside of class will likely also be necessary. The final product should be a 6-8 page report. Groups will also be expected to present their case studies to the class in a short 8-10 minute presentation followed by a brief class discussion. Ten (10) points will be awarded based on the report, five (5) points will be awarded for the presentation and ten (10) points (averaged) will be awarded by each group member anonymously, for a total of 25 points. **Due: Tuesday, 10/29 (Week 9).** **Although presentations may flow over two weeks, all case studies (and accompanying electronic presentations) will be due on 10/29.**

40 pts/40%

Education Policy Paper. Students will choose the contemporary education issue or policy of their choice and write a paper that frames that issue within the context of the issues discussed in class. Students are strongly encouraged to choose a topic that aligns with their personal and professional research interests to begin to build a body of work that will support later coursework and research. Students may structure the paper in the manner of their choosing as long as the paper presents a holistic picture of the topic selected. Some class time will be given to this assignment, including discussion of appropriate topics, instruction on research methods and small group discussion during various stages of the paper process. Students will also be required to solicit formal feedback from a peer on a rough draft of their paper. The majority of the points for this assignment will be based on the final paper (30), but 5 points will be given for turning in a rough draft. An additional 5 points will be awarded for providing substantive feedback to another classmate on their rough draft. Length: 25-30 pages. **Due: Paper Topic due 9/11 (Week 3), Rough Draft due 11/6 (Week 11), Final Paper due 11/27 (Week 14).**

Grading Scale:

Note: This is an approximation only. Professors retain the right to make necessary adjustments.

90-100 = A 80-89 = B 70-79 = C 60-69 = D Below 60 = F

Schedule of Readings and Assignments:

Note: Readings and schedule are subject to change based on the pace and general interests of our class.

Unit One: What is Social Foundations?

Week One:

Course Introduction: What is the Purpose of Schooling? Issues of Citizenship and Democracy in Education Administration

First Half: Course Introduction, syllabus discussion

Second Half: Discussion of Readings

Readings:

- Bates, R. (2006). Culture and leadership in educational administration: a historical study of what was and might have been. *Journal of Educational Administration and History*, 38(2), p. 155-168. PDF
- Counts, G. (1978). *Dare the school build a new social order?* Carbondale, IL: Southern Illinois Press. PDF
- Dewey, J (2004). *Democracy and education*. New York: Kessinger Publishing. Read Excerpt, "The Democratic Conception in Education." Pgs. 81-99. PDF
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum International Publishing Group. REQUIRED
- Giroux, H.A. (1992). Educational leadership and the crisis of democratic government. *Educational Researcher*, 21(4), p. 4-11. PDF
- hooks, b. *Teaching to transgress: education as the practice of freedom*. New York: Routledge. REQUIRED

Professor-led discussion

Unit II: Social Categories/Social Constructions

Week Two:

Issues of Social Class/Social Reproduction in Education Administration

First Half: Reading Discussion

Second Half: Continued Syllabus Discussion

Readings:

- Gewirtz, G. & Cribb, A. (2003). Recent readings on social reproduction: four fundamental problematics. *International Studies in Sociology of Education*, 13(3), p. 243-260. PDF
- Giroux, H.A. (1983). Theories of reproduction and resistance in the new sociology of education: A critical analysis. *Harvard Educational Review*, 53(3), p. 257-193. PDF

- hooks, b. (2000). *Class matters*. New York: Routledge. REQUIRED
- MacLeod, J. (2004). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder, CO: Westview Press. REQUIRED
- Nash, R. (1990). Bourdieu on education and social and cultural reproduction. *British Journal of Sociology of Education*, 11(4), p. 431-447. RECOMMENDED (PDF)

Professor-led discussion

Week Three:

Issues of Gender/Sexuality in Education Administration

First Half: Discussion of Readings

Second Half: Research Paper Topic Discussion; Case Study Group

Assignments

9/11:

Readings:

- Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. *Review of Educational Research*, 70(1), p. 25-53.
- Lugg, C.A. (2003). Sissies, faggots, lezzies and dykes: Gender, sexual orientation and a new politics of education? *Educational Administration Quarterly*, 39, p. 95-134.
- Mayo, C. (2007). Queering foundations: queer and lesbian, gay, bisexual and transgender educational research. *Review of Research in Education*, 31(1), p. 78-94.
- Rusch, E. & Marshall, C. (2006). Gender filters and leadership: plotting a course to equity. *International Journal of Leadership in Education*, 9(3), p. 229-250.
- Skrla, L. (2000). Mourning silence: women superintendents (and a researcher) rethink speaking up and speaking out. *Qualitative Studies in Education*, 13(6), p. 611-628.
- Smulyan, L. (2000). Feminist cases of nonfeminist subjects: Case studies of women principals. *Qualitative Studies in Education*, 13(6), p. 589-609.

Student-led discussion

Research Paper Topic Discussion

Early-term check-in

Week Four:

Issues of Race/Ethnicity/White Privilege in Education Administration

First Half: Discussion of Readings

Second Half: Presentation: Conducting Research *tentative*

Readings:

- Delpit, L. (1988). The silenced dialogue: power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), p. 280-298.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), p. 465-491.
- Lee, S. J. (1994). Behind the model-minority stereotype: voices of high- and low-achieving Asian American students. *Anthropology and Education Quarterly*, 25(4), p. 413-429.
- López, G.R. (2003). The (racially neutral) politics of education: a critical race theory perspective. *Educational Administration Quarterly*, 39(1), p. 68-94.
- McIntosh, P. White privilege: unpacking the invisible knapsack.
- Rusch, E.A. (2004). Gender and race in leadership preparation: a constrained discourse. *Educational Administration Quarterly*, 40(1), p. 14-46.
- Torres, M.S. & Scheurich, J.J. (2007). The Odden High School fiasco: Examining the intersection of race, class and values in rural leadership and policy. *Journal of Cases in Educational Leadership*, 10(2), p. 38-45.
- Woodson, C.G. (1933). *The mis-education of the Negro*. Washington, DC: Associated Publishers.

Student-led discussion

Research Presentation (How to Conduct Research) TENTATIVE

Unit III: Differentiated and Standardized Education

Week Five:

Issues of Segregation/Desegregation/Resegregation/Integration in Education Administration, Part One (Foundations)

First Half: Discussion of Readings

Second Half: Small Groups (Case Study Discussion)

Readings:

- Anderson, J.D. (1988). *The education of blacks in the South: 1860-1935*. Chapel Hill: The University of North Carolina Press. Read Ch. 5, "Common Schools for Black Children: The Second Crusade, 1900-1935"
- *Brown Decision* (1954¹ and 1955²)

¹ <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=347&invol=483>

² <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=349&invol=294>

- Clotfelter, C.T. (2006) After "Brown": the rise and retreat of school desegregation. Princeton, NJ: Princeton University Press. Read Ch. 1 excerpt, "Schools and Segregation in the North on the Eve of *Brown*"
 - Du Bois, W.E.B. (1935). Does the Negro need separate schools? *The Journal of Negro Education*, 4(3), p. 328-335.
 - San Miguel, G. (1982). Mexican American organizations and the changing politics of school desegregation in Texas, 1945 to 1980. *Social Science Quarterly*, 63(4), p. 701-715.
 - Walker V.S. (1993). Interpersonal caring in the "good" segregated schooling of African-American children: evidence from the case of Caswell County Training School. *The Urban Review*, 25(1), p. 63-77.
- Student-led discussion*

Week Six:

Issues of Segregation/Desegregation/Resegregation/Integration in Education Administration, Part Two (Aftermath)

First Half: Discussion of Readings

Second Half: TBD

10/2:

Readings:

- Balkin, J. (2002). What *Brown v. Board of Education* should have said: the nation's top legal experts rewrite America's landmark civil rights decision. New York: NYU Press. Read, "Revised Opinions in *Brown v. Board of Education*, Derrick A. Bell (dissenting)"
- Dillon, S. (2006, April 15). Law to segregate Omaha schools divides Nebraska. *The New York Times*. Retrieved August 15, 2007 from www.nytimes.com.
- *Keyes v. School District No. 1, Denver* (1973³)
- Kozol, J. (2005, Sep). Still separate, still unequal: America's educational apartheid. *Harper's*, 311(1864), p. 41-54.
- *Mendez v. Westminster* (1946) decision
- *Milliken v. Bradley* (1974⁴ & 1977⁵) decisions
- Orfield, G. & Lee, C. (2006). Racial transformation and the changing nature of segregation. Retrieved August 31, 2005 from: http://www.civilrightsproject.harvard.edu/research/deseg/deseg_gen.php
- Perea, J.F. (2004). Buscando América: Why integration and equal protection fail to protect Latinos. *Harvard Law Review*, 117(5), p. 1420-1469.

Student-led discussion

³ <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=413&invol=189>

⁴ <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=418&invol=717>

⁵ <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=433&invol=267>

Week Seven:

Issues of Bilingual Education and Immigration in Education Administration

First Half: Discussion of Readings

Second Half: Small group discussion of research papers

Readings:

- Lee, S.K. (2006). The Latino students' attitudes, perceptions, and views on bilingual education. *Bilingual Research Journal*, 30(1), 107-122.
- McKenzie, K.B., & Scheurich, J.J. (2007). King Elementary: a new principal plans how to transform a diverse urban school. *Journal of Cases in Educational Leadership*, 10(2), p. 19-27.
- Moses, M. S. (2002). Embracing race: why we need race-conscious education policy. New York: Teachers College Press. Read Ch. 1 "Bilingual Education"
- Rodriguez, R. Hunger for memory. New York: Bantam Books. RECOMMENDED
- Rossell, C. (2004). Teaching English through English. *Educational Leadership*, 62(4), p. 32-36.
- Suárez-Orozco, C. & Suárez-Orozco, M. M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press. Read Ch. 5, "The Children of Immigration in School."
- Whitmore, K.F. & Crowell, C.G. (2005). Bilingual education students reflect on their lingual education: reinventing a classroom 10 years later. *Journal of Adolescent and Adult Literacy*, 49(4), p. 270-285.
- Wiley, T.G. (2004). Against the undertow: language-minority education policy and politics in the "Age of Accountability." *Educational Policy*, 18(1), p. 143-168.

Student-led discussion

Mid-term Evaluations

Week Eight:

Issues of Special and Gifted Education in Education Administration

First Half: Discussion of Readings

Second Half: Case Study Preparation (small groups)

Readings:

- Baker, B.D. & Friedman-Nimz, R. (2004). State policies and equal opportunity: the example of gifted education. *Educational Evaluation and Policy Analysis*, 26(1), p. 39-64.
- Losen, D.J. & Orfield, G. (2002). Race inequity in special education. Boston: Harvard Educational Publishing Group. Read, Introduction, "Racial Inequity in Special Education"

- Moore, J.L. & Ford, D.Y. (2005). Recruitment is not enough: retaining African American students in gifted education. *Gifted Child Quarterly*, 49(1), p. 51-67.
- Praisner, C.L. (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. *Exceptional Children*, 69(1), p. 135-145.
- Steffen, J.J. & Marshall, J. (2006). Who decides where Jerry goes to school? *Journal of Cases in Educational Leadership*, 9(1), p. 25-34.

Student-led discussion

Week Nine:

Issues of Tracking/Within-School Segregation and Detracking in Education Administration

First Half: Discussion of Readings

Second Half: Case Study Presentations

10/23:

Readings:

- Burris, C.B. & Welner, K. (2006). Alternative approaches to the politics of detracking. *Theory into practice*, 45(1), p. 90-99.
- Lucas, S.R. (1999). *Tracking inequality: stratification and mobility in American high schools*. New York: Teachers College Press. Read Introduction.
- Mickelson, R.A. (2005). How tracking undermines race equity in desegregated schools. In Petrovich, J. and Wells, A.S. (eds.). *Bringing equity back: research for a new era in American educational policy*, pp. 49-76.
- Oakes, J. Guiton, G. (1995). Matchmaking: the dynamics of high school tracking decisions. *American Educational Research Journal*, 32(1), p. 3-33.
- Rubin, B.C. & Noguera, P.A. Tracking detracking: sorting through the dilemmas and possibilities of detracking in practice. *Equity and Excellence in Education*, 37(1), p.92-101.

Student-led discussion

Due: Case Study

Week Ten:

Issues of Accountability/NCLB in Education Administration

First Half: Discussion of Readings

Second Half: Case Study Presentations (continued)

10/30:

Readings:

- Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33(1), p.4-14.

- Booher-Jennings, J. (2005). Below the bubble: "Educational triage and the Texas Accountability System. *American Educational Research Journal*, 42(2), p.231-268.
- Fuller, B., Gesicki, K., Kang, E. and Wright, J. Is the No Child Left Behind Act Working? The Reliability of How States Track Achievement. Working Paper 06-1
- Heck, R.H. Assessing school achievement progress: comparing alternative approaches. *Educational Administration Quarterly*, 42(1), p. 667-699.
- McGuinn, P.J. (2006). No Child Left Behind and the transformation of federal education policy, 1965-2005. Lawrence, KS: University Press of Kansas. Read Ch. 9 "Convergence—The No Child Left Behind Act and the New Federal Education Policy Regime"
- Owens, A. & Sunderman, G.L. (2006). School accountability under NCLB: aid or obstacle for measuring racial equity? Retrieved September 1, 2006 from <http://www.civilrightsproject.harvard.edu/research/deseg>

Student-led discussion

Unit IV: Authentic Leadership

Week Eleven:

Issues of Authentic Leadership in Education Administration

First Half: Discussion of Readings

Second Half: TBD

Readings⁶:

- Sergiovanni, T. J. (1992). Reinventing leadership. In T. J. Sergiovanni, *Moral leadership: Getting to the heart of school improvement* (pp. 1-16). San Francisco: Jossey-Bass.
- Starratt, R. J. (1991). Building an ethical school: A theory for practice in educational leadership. *Educational Administration Quarterly*, 27, 185-202.
- Begley, P. T. (2004). Understanding valuation processes: Exploring the linkage between motivation and action. *International Studies in Educational Administration*, 32, 4-17.
- Enomoto, E. K. (1997). Negotiating the ethics of care and justice. *Educational Administration Quarterly*, 33, 351-370.
- Furman, G. C. (2004). The ethic of community. *Journal of Educational Administration*, 42, 215

⁶ You are encouraged to read the Week 11 readings in the order they appear on the syllabus. Happy Reading!

- Sergiovanni, T. J. (1992). Collegiality as a professional virtue. In T. J. Sergiovanni, *Moral leadership: Getting to the heart of school improvement* (pp. 86-98). San Francisco: Jossey-Bass.
- Kohlberg, L. (1983). The moral atmosphere of the school. In H. Giroux & D. Purpel (Eds.), *The hidden curriculum and moral education* (pp. 61-81). Berkley: McCutchen.
- Sergiovanni, T. J. (1992). The virtuous school. In T. J. Sergiovanni, *Moral leadership: Getting to the heart of school improvement* (pp. 99-118). San Francisco: Jossey-Bass.

Student-led discussion

Due: Research Paper "Rough" Draft for Small Group Discussion

Unit V: International Education

Week Twelve: **Issues of Globalization in Education Administration**

First Half: Discussion of Readings

Second Half: Discussion of Research Papers (small groups)

11/13:

Readings:

- Barber, B.R. (1998). Democracy at risk: American culture in a global culture. *World Policy Journal*, 15(2), p. 29-41.
- Barber, B.R. (2000). Can democracy survive globalization? *Government and Opposition*, 35(3), p. 275-301.
- Bush, T. (2002). A preparation for school leadership: international perspectives. *Educational Management Administration and Leadership*, 30(4), p.417-429.
- Suárez-Orozco, M.M. (2001). Globalization, immigration and education: The research agenda. *Harvard Educational Review*, 71(3), p. 345-365.

Student-led discussion

Week Thirteen:

11/20:

Final Paper Research

No Class (Happy Thanksgiving!)

Unit VI: Education Administration for Social Justice

Week Fourteen: **Where Do We Go From Here? Issues of Social Justice in Education Administration**

First Half: Discussion of Readings

Second Half: Research Paper Presentations

Readings:

- Bates, R. (2006). Educational administration and social justice. *Education, Citizenship and Social Justice*, 1(2), p. 141-156.
- Frattura, E.M. & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin Press. Read excerpts from Preface, Introduction and Chs.12-15.
- Marshall, C. (2004). Social justice challenges to educational administration: introduction to a special issue. *Educational Administration Quarterly*, 40(1), p. 3-13.
- Skrla, L., Scheurich, J.J., Garcia, J., & Nolly, G. (2004). Equity audits: a practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly*, 40(1), p. 133-161.

Student-led discussion

Due: Final Research/Policy Paper

Week Fifteen: **Reading Day** No Class

Useful Things to Know:

- **Written Work:** All work you turn in is a reflection of you as a person, as well as your orientation toward the class. With that in mind, we do not expect anyone to turn in a “first draft” of anything. Work turned in on the due date noted on the syllabus should have already gone through several stages of revision through the writing center, your peers, or one of your instructors. We are happy to read drafts of your work if given sufficient time. Obvious spelling, punctuation or grammar mistakes in final drafts are not acceptable. All work must be typed and double spaced in a reasonable font. **APA format is required for all written work.**
- **Late Paper Policy:** It is *strongly* encouraged that you turn in all assignments on time. All assignments are due at the *beginning* of class on the day they are due—which means that you are expected to be in class on the day an assignment is due. **Papers will lose two points on the first day they are late, and one point each additional day.** Papers are considered one day late once class begins on the date due. All students are *strongly* encouraged to talk with us before assignments are due to discuss each assignment and avoid any last-minute problems. As with any policy, exceptions are granted in rare circumstances. Please talk to us as soon as you think there might be a problem.

If a student has a university approved excuse for missing an quiz or exam, or if an assignment or paper is due on a religious holy day, we will allow the opportunity for the student to make up or delay the assignment with no penalty. Approved excuses include illness with doctor’s or clinic’s letter; representing the University as a member of an athletic team or other approved student group. However, an official letter from the appropriate department is required. Other excuses are appearing in court, with a letter from a judge or clerk of court; religious holy days listed on the official University calendar that conflicts with a test or due date of paper or assignment.

- **Missed Class:** Students are expected to attend all class sessions, especially since this course relies heavily on student contributions. On the rare occasion you will need to miss class it is imperative that you let one of us know as far in advance as possible. In the event you are not able to make prior arrangements, contact one of us as soon after the missed class as possible. Students will lose points for unexcused absences.
- **Talking in Class:** There are some students who do not feel comfortable speaking in class. We are sensitive to that. However, it is still an expectation that all students will participate in all facets of the class—this includes class discussion. Your participation in class discussions will calculate into the APE portion of your course grade. It is not acceptable for a student to remain quiet throughout the term, especially without talking to one of us about it. Your thoughts and contributions are important and valuable components of our class. If you think you will have trouble with this policy, please talk to one of us about it.

- **Laptop Use:** Unless students require the use of a laptop in class to take notes, it is the preference of the professors that laptops not be used during class time. If you will be using a laptop in class please talk to one of us about it.
- **General issues:** Students tend to find us fairly flexible in most situations. We understand that there are things that come up that are out of our control. However, we do not take kindly to students who take that flexibility as a sign to take the readings or the course less seriously. This is, in our view, the greatest violation of classroom space.
- **Americans with Disabilities Act (ADA) Policy 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 believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.
- **Sexual Harassment:** Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at <http://rules.tamu.edu/rules/300/340199ml.htm> for more detailed information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

- **Faculty Senate Statement on Plagiarism and Aggie Code of Honor:** Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

**“An Aggie does not lie, cheat, or steal
nor tolerate those who do.”**

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonestly will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (<http://www.tamu.edu/aggiehonor/>).