

**EDUL 6384.01R: INTRODUCTION TO EDUCATIONAL
ADMINISTRATION
UNIVERSITY OF TEXAS-PANAMERICAN
FALL 2009**

GENERAL INFORMATION

PROFESSOR	Dr. Maria B. Roberts
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OFFICE HOURS	W- 3:30 – 4:30 p.m., W- 7:00-8:00 p.m. or by appointment

*Please Note that e-mails are answered daily by 8:00 a.m. Phone calls (cell) are typically answered within the hour.

COURSE INFORMATION

TITLE & SECTION	EDUL 6384.01R: Introduction to Educational Administration
SEMESTER & YEAR	FALL 2009
COURSE DAY & TIME	Wed 4:30 - 7:00 p.m.
LOCATION	EDCC 1.530
COURSE DESCRIPTION	EDUL 6384: Introduction to Educational Administration An overview of public school administration introducing such topics as processes of organization and administration, instructional personnel and staff, finance, leadership roles, curriculum, physical plant operation, maintenance and legal aspects

REQUIRED READING

TEXTBOOK	Vornberg, James H. Ed., <i>Texas Public School Organization and Administration</i> . (11 th Edition). Dubuque, Iowa: Kendall Hunt Publishing Co.
	American Psychological Association. <i>Publication Manual of the American Psychological Association</i> . (5 th Edition). Washington, D.C.

COURSE REQUIREMENTS

DAILY CLASSROOM ACTIVITIES (20%)

The majority of class time will be spent in cooperative activities where students construct meaning from abstract concepts in meaningful ways. As such, attendance is very important, since these assignments cannot be made up. Each student will become a member of a base group that they join at the beginning of the class. The purpose of this group is to discuss readings, to lend support to each group member in completing projects, in coming prepared to class and in monitoring attendance. Online assignments will be submitted individually, but may be worked on with a group outside of class.

PRESENTATIONS (20%)

All students will present one chapter and invite one administrator to speak on a chapter topic. Presentations should be well-prepared and incorporate attention grabbing activities to ensure all students learning styles are met. (visual, auditory, kinesthetic, etc.)

The course calendar, as well as the syllabus will contain a schedule of these.

PROJECTS/ASSIGNMENTS 30%)

These activities are assignments that are put together with the intent to prepare you for future employment situations and decision-making. Below are brief descriptions of each of these projects.

Project 1: One 5 Page reflection paper which incorporates an interview with a practicing school principal. Include the following in the paper:

- Day/Date
- Name of administrator and school district
- What *organizational* issues have surfaced most frequently for this administrator and how were they handled?
- What *instructional* issues have surfaced most frequently and how were they handled?
- What *school operations* issues have surfaced most frequently and how were they handled?
- What *personnel* issues have surfaced most frequently and how were they handled?
- What *legal* issues that have surfaced most often and how were they handled?
- What does this administrator feel is the *most difficult aspect* of his/her job?
- What *special skills* does this principal feel are essential **to being an effective** school administrator?
- What *financial* issues have surfaced most often and how were they handled?
- What *budget codes are used most often* by this administrator? Attach a copy of the school budget with line items and the coding for them to your paper. Make notations on the budget as to where the funding comes from for special

programs codes, e.g.: SSI, Title I, State Comp, local funds, G/T, etc. You will need this info when you plan your own budget. Use the highlighted topics as sections for your paper.

Project 2: One 5-page research paper on the following topics of the course: Planning for a School Budget, School Crisis Planning, Developing a School Technology Plan, or Managing the School’s Human Resources. Students will work in groups of four and will each have a different topic. The paper should be written in APA style and should be proofread and edited by the group before being turned in.

The papers should identify the importance of the school administration itself and what the writer believes is the ideal role of a school administrator. Priority should be given to how the administrator’s role impacts programs or business at the campus level and how it impacts student learning.

Please Note: *No project will be accepted after the online availability time is up, generally five days after the due date. Without access, student will receive a zero for the project.*

FINAL (30%)

Final Exam: Campus Plan

COURSE POLICIES

REGISTRATION

Students must be registered for the class to receive credit. If your name does not appear on the class roster, you will be dropped from the class. It is your responsibility to check with the Office of Admissions and Record to ensure that you are properly enrolled by the appropriate day.

STUDENT LEARNING OUTCOMES

- Students completing this course will:
Students completing this course will:
1. Understand the dynamics of administration and the professional workplace
 2. Know the essential components of complex organizations
 3. Know the difference between management and leadership
 4. Understand the management process
 5. Know the role of strategy and planning in managing complex organizations
 6. Know the essential elements of technology and its applications to students learning, administrative services and student support
 7. Understand the roles and scope as well as functions of:
 - a. Transportation
 - b. Maintenance and operations of school facilities
 - c. Food services
 - d. Security and safety of school facilities
 8. Understand the essential elements of personnel and human resource management
 9. Understand essential elements of Texas School Finance

10. Understand the role of risk management and insurance in the management of schools
11. Understand the distinct function of the board of trustees in school governance and the administration's role in operations.

EMAIL ACCOUNT

This is a web-augmented course. Students are required to obtain university email accounts at the Academic Services Building (ASB 2.102). To access the course web site, go to <http://onlinelearning.utpa.edu>, click on Login and type your username and password.

TEXES COMPETENCIES

EDUCATIONAL ADMINISTRATION- PRINCIPAL

This course addresses the following TExES competencies in part or whole:

(Level of Importance)	Domain	Competency & Description
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(Level of Importance)	Domain	Competency & Description
2	I	1.1- To create an understanding ^s of campus cultures that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
3	I	1.2- To ensure that parents and other members of the community are an integral part of the campus culture.
3	I	1.3- To implement strategies to ensure the development of collegial relationships and effective collaboration.
2	I	1.7- To facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
1	I	1.8- Align financial, human, and material resources to support implementation of a campus vision
2	II	6.6- To diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff
1	II	7.1- Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
1	II	7.4- Use strategies for promoting collaborative decision-making and problem solving, facilitating team building and developing consensus
1	II	7.5- To encourage and facilitate positive change and enlist support for change and overcome obstacles to change
1	II	7.6- To apply skills for monitoring and evaluating change and making needed adjustments to achieve goals
2	III	8.1- Apply procedures for effective budget planning and management
2	III	8.2- Work collaboratively with stakeholders to develop campus budgets
2	III	8.3- Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities

3	III	<i>8.5- Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals</i>
3	III	<i>8.6- Develop and implement plans for using technology and information systems to enhance school management</i>
1	II	5.12- Ensure responsiveness to local cultural and demographic issues focusing on “Border” communities, students population and related educational issues

To see a complete listing of all of the TExES competencies and to obtain a TExES preparation manual go to:

http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_55017_web.pdf

DEPARTMENTAL POLICIES

ADMISSION TO THE COLLEGE OF EDUCATION

To enroll in this course, you must be formally admitted to the College of Education. If you have not been formally admitted to the Educational Administration Program you may be dropped officially from this class. The drop may come at any time during the semester. Your graduate advisor will help you determine if you are allowed to register for this class.

ATTENDANCE

This course will incorporate face to face meetings, online meetings and online assignments. Classroom meeting times will be arranged on the first day of class. Absences and tardies are recorded and tallied regardless of the reason behind them. Even if an absence is considered excused, the absence is still recorded. Assignments missed due to absences dealing with an emergency can be made up only if the instructor is notified and contacted within 24 hours. The instructor will determine what constitutes an emergency. One absence from class forfeits an A. Two absences from class forfeit a B. Four absences will result in the student being dropped from the class. Students must communicate online during online sessions and must submit work on a timely basis. You can review the attendance policy in the Graduate Student Handbook.

LATE WORK UNIVERSITY POLICIES

Acceptance of late work is at the discretion of the course instructor. This includes all assignments.

ACADEMIC HONESTY & INTEGRITY

Academic honesty and integrity is expected of all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students.

Examples of academic dishonesty include but are not limited to: (1) turning in another person’s work, in part or in whole, as your own; (2) copying from professional works without citing them; and (3) any form of cheating on exams. Violations of academic integrity/honesty may result in receiving a zero on the

particular assignment in question, receiving an “F” in the course, and/or possible suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

STUDENTS WITH DISABILITIES

If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez in Schunior Hall, room 100 immediately. Appropriate arrangements/accommodations can be made.