

Sul Ross State University

College of Professional Studies

Department of Education

2015_Spring_PS_ED_ED 6304_WAB_Organization and Theory in Administration
Spring 2015

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Office Hours:
Alpine: Tuesday: 1:00 p.m. to 4:00 p.m. Wednesday: 9:00 a.m. to Noon
and 1:00 p.m. to 4:00 p.m.; Thursday: 8:30 a.m. to 11:30 a.m.
Abilene: Monday: 9:00 a.m. to Noon; Friday: 9:00 a.m to Noon
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Office Hours: As this is a web class, I will do my best to respond to your email questions within 24 hours during the week. If you need to talk to me, email first please. I generally will not answer cell phone calls, but if it is a real emergency I will return your call if you leave your name and a return phone number. ***An email message is best and I prefer that you use this mode of communication!!!!***

Course Description:

This is an on-line education course that examines the theoretical aspects of school administration. Using research, theory from education and knowledge based on effective practices, students will examine various aspects of the function of school administration in the overall process of public education, the characteristics of effective schools, and leading school change and improvement. Special attention will be given to the leadership aspects of school and shaping school culture. While considerable attention will be given to the theoretical and conceptual issues related to school administration, these theories, concepts and models will be applied to the realistic practice of successful and productive school leadership.

Course Performance Standards, Knowledge and Skills:

This course provides the student with an overview of school administration that should guide the principal or counselor in all of the various aspects of school administration. Some of those kinds of activities are:

1. Values and Ethics of Leadership
2. Leadership and Campus Culture
3. Human Resources Leadership and Management
4. Communications and Community Relations
5. Organizational Leadership and Management
6. Curriculum Planning and Development
7. Instructional Leadership and Management.
8. The organizational structure of public school administration.
9. The development of administrative theory.
10. Public school finance.

Learner Outcomes:

This course emphasizes each of the above activities as each of those are critical to the effective practice of school administration and counseling. To accomplish these objectives, this course emphasizes readings, discussion, case study, applied research, and field-based experiences using a web based delivery system.

Program 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. Principal Portfolio: Graduate students in the Region 14 general master's program will know how to: prepare a professional portfolio based on the Brown and Irby model during all coursework and orally defend the portfolio with 80% accuracy at the portfolio defense.

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 Public school administrator.
- Analyze the function and structure of local school district governance and the politics of local control in Texas.
- Analyze the function and structure of state and federal government and their impact on schools in Texas.

- Analyze AEIS data and understand the concept of accountability and its applicability to expected outcomes of public education.
- 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 policies and plans for the school campus.
- Understand the finance scheme of Texas the principles of equity and adequacy.
- Understand Texas finance codes for schools and be able to prepare a sound school budget.
- Learn to administer programs including: inclusion of exceptional children, diverse student populations, career and technology, student discipline, technology application, urban and rural education.

Required Text:

This text will be the basis of most of your reading:

Lunenburg, F. and Ornstein, A. (2008). *Educational administration: concepts and practices*. Belmont, CA: Thomson Higher Education. (ISBN-13: 978-0-495-11585-4)

This text will be the basis of your planning for your electronic portfolio:

Brown, G., & Irby, B.J. (2001). *The Principal Portfolio* (2nd Edition). Thousand Oaks, Calif.: Corwin Press.

Recommended Reading:

If you are early in your program, these texts will be valuable to you throughout your principal program. You are not required to purchase these books, but they will be valuable throughout your program.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association. (You will use this in all other courses in education.)

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit

the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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, e-Library 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 in Blackboard under "Syllabus and Calendar." Please review this calendar.

Grading:

There are 100 points available:

90 – 100 = A
80 – 89 = B
70 – 79 = C
0 – 69 = F.

Participation:

Full participation in Discussion Board Threads and submitting assignments on time will make up the participation grade. Each Thread will be worth ten (10) points on the Participation grade. Participation will be monitored closely. Each original post should be submitted by the posted due date and every one should respond to a minimum of 2 of your peers for each post no later than the final day of the Unit study, no later than midnight.

Grading Policy:

1. Failure to attend a class session or failure to participate in a Discussion Thread will result in a “0” for a participation grade and “0” for assignments due during class meeting.
2. Any late assignment, without prior permission from the instructor, will lose 10% of assignment value for each day it is late.
3. All papers should be typewritten according to the American Psychological Association (APA) manual, 6th Edition. Papers with APA errors earn a lower grade.
4. Extra credit points are not available.
5. There are no I’s (incompletes) for this class.
6. Assignments are due by 12:00 a.m. on the scheduled due date. Assignments submitted after this time may be designated late if you have not made prior arrangements with the professor.
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 “Netiquette” 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 located in the University Center, Room 211. 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.