

Sul Ross State University

College of Professional Studies

Department of Education

ED 6309 (7305) Administration of UIL Programs – Fall 2015

Syllabus

Professor: Dr. Galen W. Privitt
Office: MAB 110
Phone: 423-837-8002-Office; 903-229-9529-Cell
Office Hours: 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: 8:00 a.m. to 11:00 a.m.
Email: gprivitt@sulross.edu

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 or text message is best and I prefer that you use this mode of communication!!!!***

COURSE DESCRIPTION:

This is an online education administration course which examines the administration of University Interscholastic League programs within the context of public schools in Texas. The course is designed to provide you with the necessary tools with which to properly conduct these programs as a school administrator at the campus level. Using research, theory from education and knowledge based on effective practices, students will examine various aspects of the daily work of principals in providing effective UIL programs for the students of their respective campuses. While considerable attention will be given to the theoretical and conceptual issues related to the administration of these programs, these theories, concepts and models will be applied to the realistically successful and productive school leadership approaches necessary to provide successful UIL programs for the students of the campus.

Course Performance Standards, Knowledge and Skills:

This course provides students with an overview of how campus UIL programs are successfully administered. Successful UIL programs must be guided by the following:

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

The TExES Competencies:

Domain 1-Competency 001 – The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Domain I – Competency 002 – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Domain I – Competency 003 – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain II – Competency 004 – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Domain II – Competency 005 - The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Domain II – Competency 006 - The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Domain II – Competency 007 – The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Domain III-Competency 008-The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Domain III-Competency 009-The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Learner Outcomes:

This course emphasizes many of the above standards. To accomplish these objectives, this course emphasizes readings, discussion, case study, applied research, and field-based experiences using a delivery system of web-based environments.

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 principal preparation 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 on the comprehensive exam.

Course Objectives:

Through the activities of this course, students will gain an overview of school administration in Texas as it specifically pertains to the administration of UIL programs at each campus. Students will be able to:

- Apply theory and practice to understand the job duties and role of the principal in the UIL program function.
- 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 governance and its impact on UIL programs in schools in Texas.
- Understand the scope of human resources and how to develop sound hiring, retention, and professional development policies and plans for the school campus in relation to UIL coaches.
- Understand the finance principles applied in Texas to UIL programs of all kinds.
- Understand Texas finance codes for schools and be able to prepare a sound UIL budget.
- Learn to administer programs including: inclusion of exceptional children, diverse student populations, student discipline, technology application, urban and rural education.

Required Text:

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

The UIL Constitution and Contest Rules for 2014-15 found at:

<http://www.uiltexas.org/policy/constitution>

Recommended Reading:

If you are early in your program, this text will be valuable to you throughout your graduate program. You are not required to purchase this book, but it will be valuable throughout your program.

American Psychological Association. (2004). *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 all aspects of the course and submitting assignments on time will contribute heavily to your final grade. Each discussion thread (5) will be worth two (2) points on your 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. Each student will also be required to submit four Unit study papers of not less than two pages nor more than 5 pages, with each being worth ten (10) points. Additionally, you will be required to present a term paper worth twenty (25) points and the final exam worth thirty-two (35) points.

The following represents the required assignments for this course:

Discussions: There are five discussions, each worth 3 points—15 points

Unit Papers: There are four unit papers, each worth 7 points—30 points

Term Paper: There is one Term Paper, worth 20 points—20 points

Final Exam: The final exam is worth 35 points—35 points

Total: 100 points

Grading Policy:

1. Failure to participate in a Discussion Thread will result in a “0” for that discussion. Any paper not submitted in a timely fashion will receive a grade of “0” for that assignment.
2. All late assignments must have prior permission from the professor. Any late assignment submitted without prior permission from the professor will result in a loss of 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 unless you sustain a real emergency which must be approved by the professor prior to the submission of the “I” grade. To receive a grade of “I” **you must request that grade accommodation prior to the deadline for the professor to submit grades! There are NO exceptions to this rule!**
6. Assignments are due by 11:59 p.m. CST or DST 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.