

S Y L L B U S
Department of Education
Organization and Theory in School Administration
ED6304

INSTRUCTOR:

Miriam Muniz, Ph.D.

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Office Hours: By appointment

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CLASS MEETING TIME: Tuesdays- 6:00-8:45

OFFICE HOURS:

Monday = Del Rio 1:00-4:30

Tuesday= Uvalde by appointment

Wednesday=Del Rio 2:30-4:30

Thursday= Del Rio by appointment

Friday by appointment

COURSE DESCRIPTION:

Current trends, issues, and problems in the elementary and secondary schools involving the planning, organizing, administering, and evaluating the total school system.

LEARNING OUTCOMES The student learning outcomes (SLO) correspond with the state of Texas Pedagogy and Professional Responsibilities Standards. For each of the five standards, the students will be able to:

- evaluate systemic organization of a school, to be displayed through critical discussion and reflection
- examine and synthesize various organizational theories
- create and implement plans to achieve goals
- experiment with various methods at determining organizational health and morale
- collaboratively develop and implement a shared vision and mission
- nurture and sustain a culture of collaboration, trust, learning, and high expectations
- promote the success of every students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment
- safeguard the values of democracy, equity and diversity
- advocate for children, families, and caregivers

REQUIRED TEXT:

Senge, P. 1990/2006. The fifth discipline: the art & practice of the learning organization. Currency Book.
Published by Doubleday a division of Random House, Inc. (ISBN:978-0-385-51725-6)

Senge, Kleiner, A.; Roberts, C., Ross, R.B.; Smith R.J., The fifth discipline fieldbook: strategies and tools for building a learning organization. (ISBN: 0-385-47256-0)

Leadership and Organizational Behavior in Education: Theory Into Practice

William A. Owings & Leslie S. Kaplan. Copyright 2012

ISBN:-13: 978-0-13-705044-4 or ISBN-10: 0-13-705044-5

Published by The Allyn & Bacon Educational Leadership Series www.pearsonhighered.com (The cover consists of a stone placed in sand with a green leaf)

COURSE CALENDAR: ACTIVITIES AND READING:

Jan. 24	Introduction: Review course syllabus
Jan. 31	Chapter 1: Organizational Behavior: The Quest for People-Centered Organizational and Ethical Conduct
Feb. 7	Chapter 2: Managing Diversity: Releasing Every Employee's Potential
Feb. 14	Senge Assignment Discussion
Feb. 21	Part I: How Our Actions Create Our Reality..and How We Can Change Them FDF: Getting Started
Feb. 28	Chapter 8: Foundations of Motivation
March 7	Part II: The Fifth Discipline: The Cornerstone of the Learning Organization FDF: Systems Thinking & Personal Mastery
March 14	Spring Break
March 21	Chapter 12: Individual and Group Decision Making
March 28	Part III: The Core Disciplines: Building the Learning Organization FDF: Mental Models & Shared Vision
April 4	Senge group activity
April 11	Chapter 13: Managing Conflict and Negotiating
April 18	Chapter 15: Influence, Empowerment, and Politics
April 25	Senge Assignment
May 9	Senge Power Points Due

COURSE REQUIREMENTS/ASSIGNMENTS:

1. Attendance and participation: All students are expected to attend class regularly and be on time. Because this is a graduate course, expectations for participation are heightened. The value of this program resides both in the shared discourse, lecture, and networking of class members. **Phones**: Finally, please turn your cell phone off.
2. Quizzes: A ten-question quiz will be available through Blackboard after each class. Thirteen chapters will be discussed this semester; three of the lowest grades will be dropped. The grade for quizzes will be averaged by the remaining ten quizzes.
3. Chapter reflection and presentation: Each student will be assigned a chapter to discuss key or relevant aspects of the chapter in more detail by adding personal experiences or have the class participate in a group activity.
4. Case Studies: Details will be discussed later.

POSSIBLE POINTS:

Quizzes	100
Case Studies	300
Power Point Presentation	<u>100</u>
Total	500 /5=average

GRADING SCALE:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Students receiving a final grade of D or F must repeat the course. Incomplete grades will be given only with a doctor's signed notification.

WIRELESS OR CELL PHONES, PAGERS, BEEPERS, HEADPHONES ARE STRICTLY PROHIBITED IN CLASS!!!

ADA

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mrs. Kathy Biddick. Her office number is (830) 279-3003. Her email address is kbiddick@sulross.edu.

NON-DISCRIMINATION STATEMENT

No person shall be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity sponsored by SRSURGC on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, gender, age, or disability.

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. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* 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.