APPLICATION OF ADMINISTRATIVE CONCEPTS
COURSE SYLLABUS
EDAD 5378 – Fall, 2011

Dr. Michael Moody
Faculty Center FC 219
(361) 825-6034

OFFICE HOURS:
1:00 pm – 7:00 pm Wednesdays

CLASS: Bay Hall, Room 127---Wednesday – 7:00 – 9:30 pm.

I. COURSE DESCRIPTION:
The use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge in the solution of practical problems; time management techniques for administrators; conflict management strategies.

II. PREREQUISITE: Instructor approval.

III. State Adopted Proficiency Domains:
- School Community Leadership
- Instructional Leadership
- Administrative Leadership

IV. TExES Competencies covered in this course:

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP*
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.

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.

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

DOMAIN II—INSTRUCTIONAL LEADERSHIP
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.

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.

**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.

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

**DOMAIN III—ADMINISTRATIVE LEADERSHIP**

**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.

**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.

**V. COURSE OBJECTIVES & OUTCOMES:**

The student will be given the opportunity to:
1. Solve problems relevant to campus administration.
2. Analyze educational policies and make recommendations for modification or implementation.
3. Facilitate shared decision-making processes.
4. Impact learning community and culture through active engagement in cooperative learning process.
5. Examine contemporary instructional issues and present recommendations for effective leadership responses to those issues.
6. Allocate resources as a means of meeting specified instructional goals.
7. Apply the standards of the TExES Domains and Competencies to all administrative actions.

**VI. COURSE TOPICS:**

This course will address a number of topics related to successful school administration. The ultimate value of the learning experience will be limited only by the quality of group discussion and the level of student participation in the class activities. The topics will include the following:

- Educational Legal Issues,
- Policy Development & Implementation,
- Shared Decision-making,
- Conflict Resolution,
VII. INSTRUCTIONAL METHODS & ACTIVITIES:
This course takes a “problems-based,” case-studies approach toward applying administrative concepts and techniques to simulated educational administration issues and concepts. Maximum benefit is incumbent upon active, cooperative, and scholarly class participation. Administrative concepts will be examined and then applied in a simulated campus based educational setting.

VIII. EVALUATION & GRADE ASSIGNMENT:
The grade scale will be traditional in that it will be a design that is as follows:
A—exceeds expectations     B—meets expectations     C—is below expectations

The course grade will be based upon individual performance and or participation on the following course elements:

<table>
<thead>
<tr>
<th>Reading and Writing</th>
<th>10%</th>
<th>Presentations, quizzes and other assignments</th>
<th>20%</th>
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<tbody>
<tr>
<td>(1-Books with 3-5 page review, 20- Articles with annotated bibliography: Use APA 6th)!</td>
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<tr>
<td>Case Studies</td>
<td>15%</td>
<td>In-Basket Exercises</td>
<td>15%</td>
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<tr>
<td>Mid-term Examination</td>
<td>15%</td>
<td>Final Examination</td>
<td>15%</td>
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**Class Attendance and Participation:** While it is understood that many students have personal and professional responsibilities to fulfill during the term of this class, regular and punctual class attendance is expected. **10% of Grade**

IX. Course Policies
1. Students are expected to complete all assignment on time.
2. Late work will receive a grade penalty of 5 points per class period.
3. Students are expected to read all assigned textbook chapters prior to class discussion.
4. Attendance and class participation are part of the grade.
5. Use of cellular phones should be limited to emergency purposes only. Personal usage of cellular phones (usage not related to class or to an emergency) may result in a grade deduction.
6. The use of laptop computers or other portable computing devices must be limited.
to activities directly related to classroom activities (i.e. taking notes). Personal or recreational use during class time may result in a grade point deduction.

X. REQUIRED TEXT(S):


Recommended Reading:


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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

Academic integrity is fundamental to the activities and principles of Texas A&M University—Corpus Christi. Acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Sanctions for transgressions against academic integrity may result in disciplinary actions ranging from course failure to expulsion from the department. When in doubt, consult your professor.

Students Needing Veterans Assistance:

Students needing assistance with the transition from military to academic life or with appropriate veteran’s benefits should contact the Veterans Affairs Office in Cubicle 101 of the Student Services Center or call them at 361-825-2331 or e-mail them.

Dropping a Class:

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 5th, 2010 is the last day to drop a class with an automatic grade of “W” this term.
Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.