

**Educational Administration, Planning, and Budgeting
AGE 202; AGE 203; AGE 209
-- The Graduate Program --**

**Faculty of Education
Eduardo Mondlane University
Autumn – Winter 2007
Seminar Days: Monday, Tuesday, and Thursday
Seminar Times: 3:30 to 6:30 p.m.**

***Professor: Beverly Lindsay, Ph.D., Ed.D.
Distinguished Senior Fulbright Specialist***

Office Hours: 2:30 to 3:30 and 6:30 to 7 p.m.
(Monday, Tuesday, and Thursday)
Office: 105 AGE Building
Telephone: 82-572-3282 (Cell of Mr. Bazo)

**Co-Professors/Translators:
Dr. Mouzinho Mario
Mr. Manuel Bazo**

The people must achieve what has been denied, namely
a decent standard of living, education...and cultural development
(Paraphrase of Eduardo Mondlane – <http://allafrica.com/stories/200702050305>,
March 19, 2005).

Universities cannot divorce themselves from the tough ... controversies in the domestic
and international arenas (Ralph Bunche, *The role of the university in the political
orientation of Negro youth*, Howard University Summer School Conference –
Washington, DC, 1940).

Never let your ego get so close to your position that when your position goes, your ego
goes with it (Colin Powell, undated).

Perpetual optimism is a force multiplier (Colin Powell, undated).

If one morning I walked on top of the water across the Potomac, River,
The headline that afternoon would read “President Can’t Swim”
(Lyndon B. Johnson, undated).

Course Objectives:

- 1) Understand concepts, tenets, and theories of educational administration and planning;
- 2) Engage in applied or practical solutions pertaining to educational administration and planning;
- 3) Develop and apply sound financial and budgetary principles and modes/practices to public schools and tertiary institutions;
- 4) Enhance verbal and written communication skills for effective presentations to diverse audiences and constituents;
- 5) Comprehend and/or develop fundamental analytical and research skills regarding administration and leadership;
- 6) Posit salient paradigms for specific emerging and future administrative and planning challenges; and
- 7) Insure that “As” permeate educational administration, planning, and budgeting.

Readings:

Hoy, Wayne K. and Miskel, Cecil G. *Educational Administration: Theory, Research, and Practice*. Boston: McGraw Hill, 2005.

Padilla, Arthur. *Portraits in Leadership: Six Extraordinary University Presidents*. American Council on Education (ACE). Westport CT: Praeger. 2005. Introduction, Chapter One, and Chapter Two. – Conceptual Frameworks for Administration and Management

Additional readings will be developed and assigned in consultation with Eduardo Mondlane Faculty of Education professionals prior to and during this seminar. These will include readings and case studies from literature identified in the Lindsay Fulbright proposal and from appropriate websites from educational institutions in the USA, UK, Australia, Mozambique, South Africa, and so forth.

Websites:

University Council For Educational Administration
American Council on Education

Notable Journal for Reviewing Articles:

Educational Administration Quarterly (USA)
Journal of Educational Administration (USA)
Academy of Management Journal (USA)
Administrative Science Quarterly (USA)
Journal of Higher Education (Africa and UK)
Research in Comparative and International Education (UK)
Comparative Education (UK)

Evaluation of Students:

- 1) Presentation of individual student reports in light of topics generic to educational administration and with specificity to Mozambique and/or Southern Africa [Assigned throughout the term];
- 2) Written individual paper, approximately 8 to 10 typed/word processed pages, in light of the oral presentation [Assigned throughout the term]; and
- 3) Development of oral and written team report on strategic planning and budgeting in select educational institutions. **[Oral team presentations the third and/or fourth week of seminar AND written report due no later than 4 p.m on July 12th final]**. The written team report will be typed/word processed.

The actual review and assessment of written documents will be undertaken in conjunction with Dr. Mouzinho Mario and Mr. Manuel Bazo of the Faculty of Education. The main evaluation criteria for your oral presentation and written report are: a) objectives and/or purposes; b) significance/importance of problem/issue; c) conceptual/theoretical/policy framework; d) data sources; e) findings - conclusions –recommendations/summary; f) style of delivery – presentation – clarity; and g) responsiveness to comments and questions. The American Psychological Association (APA) or the American Educational Association (AERA) format is suggested, although other standard formats are acceptable. Consistency within the same format is required. For the assignment on the budget, standard methods of budget presentation will be required as noted in weeks four and five of the seminar.

Seminar Format: Lectures, Socratic Modes, Discussions, Case Studies, and the like. The use of websites will be integral to the seminar. – In all seminars, co-curricular features, and communications, rules of academic integrity and etiquette are to be observed. Notable changes in readings, assignments, and the like will be announced at least one prior class before scheduled date as far as possible.

The Content:

- I. **Principles of Administration** (Week One)
 - A. Conceptual frameworks of educational administration
 - B. Administrative matters in Southern Africa and Mozambique
 - C. Administration in schools, teachers training, and postsecondary sites
 - D. Audiences and constituents of educational administration (students, faculty, parents, governing bodies, and organizations – Building; District/City; and State Levels OR Micro; Intermediate; and Macro Levels
 - E. Educational development and enhancement for effective schools and academic sites

Reading:

Dantley, Michael. "2007 UCEA Presidential Address," UCEA Review. Winter 2007. www.UCEA.org [Retrieved June 4, 2007]

Hoy and Miskel – Chapters One and Two

- II. **Academic and Strategic Planning** (Week Two)
 - A. Missions and goals
 - B. Assessment of current state of affairs
 - C. Internal environment
 - D. External environment
 - E. Fiscal factors
 - F. The crises – the unanticipated
 - G. Implementation
 - H. Design a mini strategic plan

Readings:

Hoy and Miskel – Chapter Three

Padilla – Chapter Two and Seven (select parts)

"Strategic Planning in Public School Development," Drexel University,

<http://www.pages.drexel.edu/~xz26/pages/learning%20community/strategicplanning.htm>

[Retrieved June 5, 2007]

Department of Education and Training (Victoria, Australia). *Guidelines for Strategic Planning in Schools*. August 2005

[http://www.sofweb.vic.edu.au/standards/pdf/SSP_Guide_08_05.pdf] Retrieved June 6, 2007 – *To be reviewed together in seminar*. You are strongly encouraged to view the document in the library, home, or elsewhere before the seminar.

Supplemental Reference on Higher Education and Mozambique:

University of Wisconsin. “New Directions: Strategic Planning A Special Emphasis Study,” (Part II). [<http://www.wisc.edu/provost/Reaccreditation/Reports/part2.pdf>]
Retrieved June 6, 2007

Mario, Mouzinho and Takala, Tuomas, “Evaluation of the Implementation Process of the Education Sector Strategic Plan (ESSP) 1999-2003. Maputo: Ministry of Education, October 2003.

III. Human Resource Development (Week Three)

- A. Organizational needs for human resource development for professionals and support staff -- Institutional programs for faculty and staff development
- B. Mentoring
- C. Coaching
- D. Assessment and evaluation

Hoy and Miskel, pp. 290-296 of Chapter 8

Readings:

Lindsay, Beverly. “Developing Mentoring Skills and Techniques for Success in Domestic and International Universities,” 8th Biennial Conference, Washington, DC. March 2007. *To be viewed together in seminar.*

Required Student Oral Presentations

IV. Fiscal Resource Acquisitions, Allocations, and Management (Weeks Four and Five)

- A. Acquisitions and/or allocations from appropriate bodies
- B. Allocations at institutional levels
- C. Fiscal management in light of checks and balances
- D. Analyze budget from local and provincial educational site

Readings:

Goldstein, Larry. (2005). *College & University Budgeting: An Introduction for Faculty and Academic Administrators*. Washington, DC: National Association of College and University Business Officers – NACUBO (Select Chapters ONLY in light of Higher/Tertiary Education in Mozambique)

Goldstein, Larry. (2005), "The Flexible Budget," Washington, DC: NACUBO.
<http://www.nacubo.org/x5630.xml?ss=pf> [Retrieved June 6, 2007]

School Finance: Accounting and Auditing, Massachusetts Department of Education,
(June 5, 2007) [http://www.finance1.doe.mass.edu/account/adv05_1.html]

Hanlon, Kathy, "Budget Management and Control: Principles and Tools, (AASBO—
Arkansas Association of School Business Officials) Certification Course, November
2005) *To be viewed together in the seminar.*

Escola Secundaria De Laulane (Prepared by dr. Filipe Natal Filimone (Director/Principal
of Delaune Secondary School) for Informe da Escola Secundaria de Laulane, por ocasio
da Prof Americana – Distributed on June 28th – To be viewed together in seminar

Budgetary Review and Control,
[[www.nyssba.org/scriptcontent/VA_Custom/News/NewsPage.cfm?Congent_ID=6499&
Category_ID](http://www.nyssba.org/scriptcontent/VA_Custom/News/NewsPage.cfm?Congent_ID=6499&Category_ID)]

Spotlight: Financial Management (January 2007). Tevet 5767. – "The Budget: An
Expression of the School's Mission"
Required Student/Team Oral presentations

- V. **The Five "A's"** (Weeks Five and Six)
 - A. Acknowledge/awareness of critical matters
 - B. Acceptance of reality and responsibility
 - C. Analysis in a systematic manner to move toward solutions
 - D. Action resulting from previous three "A's"
 - E. Assessment via formative and summative modes to enhance paradigms or
create new ones

Reading:

Lindsay, Beverly (2006). Multifaceted policy challenges and motifs concerning
HIV/AIDS in international higher education venues. In, Carl Grant & Liane M.
Summerfield (Eds.), *Humanizing Pedagogy through HIV and AIDS prevention*,
205-221. Boulder: Colorado.

Figure of Five "A's" *To be viewed together in seminar*

Supplemental Reading:

Lindsay, Beverly (2004). Transforming African and African American Sociopolitical and Educational Realities: Possibilities or Pipe Dreams?" *African Studies Quarterly*. Vol. 7. No 4.

Required Written Versions of Student/Team Oral Presentations Due on July 12th.