

Fundamentals of Administration Syllabus  
ADMN 5003  
Instructors

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General information is provided on the WEB at [pvamu.edu](http://pvamu.edu)... This includes:

University information, degree plans, calendars, University Catalog, advisors, E-mail addresses, degrees offered etc. For degree plans go to Academics, Then academic units, then department of education, then educational administration and Counseling, then forms, and then select the desired plan, administrative plan. Check with your advisor, however, broad general questions may be answered by your instructors. Graduate students should read the graduate catalog.

Textbook

Theodore J. Kowalski. Contemporary School Administration. An Introduction.  
Allan and Bacon, 2003

Reference

Robert G. Owens, Valesky, Thomas C. Organizational Behavior in Education.  
Pearson: New York, 2007

Course Description:

ADMN 5003, Fundamentals of School Administration. (3-0) Credit 3 semester hours. A study of educational administration, basic concepts of administrative theory and practice, and the relationship of administrative practice to school organization and control.

Objectives:

1. To provide students with a knowledge of general contributions, basic processes, theories and models of school administration.
2. To provide students with the knowledge of major organization concepts currently being utilized in today's public and private schools.
3. To assist the introductory student of administration with answers to career related questions about contemporary school administration as a career.
4. To assist the introductory student with his/her development of a career plan.
5. To provide introductory knowledge of private school administration and collaboration between private and public schools.
6. To provide an analysis of trends and practices in public and private schools
7. To provide special attention to social, political, and economic contexts of contemporary practice in school administration.
8. To provide beginning students of administration with the knowledge of the relationship between successful school practices and change.

Technical Competencies:

Students will be able to:

9. Discuss various theories and models that influence the organization of school administration.
10. Utilize decision making and planning strategies to solve elementary, middle and secondary administrative problems
11. Discuss practical dimensions of educational and operational challenges of school administration and leadership.
12. Recognize and discuss EXcET provisions and requirements of school administration.

E-Fold P-Conceptual framework

13. To prepare beginning administrators with skills in problem resolution, critical thinking, and decision-making.
14. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions of administration.
15. To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
16. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for strong personnel commitment.

## TExUS Standards

### Competencies and Standards

1. Competency 001 Community Leadership  
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.
2. Competency 003-Administrative Leadership  
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
3. 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.
4. Competency 007  
The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.
5. 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

Attendance Policy. Each graduate student is encouraged to read the graduate catalog and the attendance policy for Prairie View A&M University. It indicates that regular and frequent attendance is required. It also indicates that students may be permitted to make up missed assignments if they have certain reasons for their absences such as illness etc. Students are expected to follow this policy. Students are not expected to call if they are going to be absent for one day. I will know when I arrive to class if you are absent. Attendance is taken each day. Students are expected to sign the attendance sheets. You may not sign the attendance sheet for another student. You will be graded on attendance and participation. If you are absent in excess of two days, you lose the opportunity to earn participation points at the rate of one (1) point per day per absence beyond the two days of absences. Many students use these two days for purposes excuses or unexcused by the university such as birthdays, weddings, etc.

Students should register in courses that they can attend in a timely and orderly manner. I will not notice occasional lateness but will notice regular lateness.

This may also result in the lost of participation points at the rate of one (1) point per tardy beyond 3 tardiest.

Telephone Calls-I encourage students to address most problems or situations during class or during office hours. I do not plan to teach you this course by telephone. I will discuss most issues for a few minutes on the telephone and will then ask You to see me during the office hours that are designed for extended conversations. A telephone call in excess of five minutes may need to be followed by a conference.

#### Grades

A. Group chapter or individual report (s)	5%
B. 2 One Page Research articles critiques	10%
C 10 TExUS questions	5%
D. Participation or attendance	10%
E. Mid Term examination	<b>35%</b>
F. Final Examination	<b>35%</b>

A chapter report must be accompanied by a minimum one page summary to be distributed to class members plus three short answer questions for students to practice the skill presented in the chapter. A popular feature of the presentation is a pre-test of a few question, the presentation, followed by a post test of a few questions. Each presenter must be listed and the course must be identified by topic, chapter and ADMN 5003.

B. Each research article must include the name of the course and student, a one page summary consisting of a brief summary of the article content accompanied by a critique of the significance of the article to the school, the students, the writer or the public. The source of the article must be annotated and the TExUS standards represented must also be indicated with a summary of the Appropriate standard typed on the page.

C. Each student must write a minimum of 3 scenarios and 10 TExUS style questions. Three questions may be a replication of those indicated in the TExUS Review booklet but 7 must be original from the student.

D. Mid-term and final examinations will be scheduled early. Each student is expected to come to class prepared to take these examinations. Please do not scheduled discretionary activities on examination dates. It is generally more difficult to make an examination up because this is generally done during office time and a different examination will be provided than the one taken by the class.

Make-up-All class work must be completed during the cycle for the student to

receive full credit for the work. Students completing work at a later time may not be able to receive full credit. Please schedule your vacations at times that do not conflict with major class assignments.. The university has gone through great pain to schedule classes at times when students are not normally scheduled to work. However, emergencies are dealt with as they arise in a humane and considerate manner.

### **E. Point Ranges for Final Grades**

**95-100 points = A**

**85- 94 points = B**

**75- 84 points = C**

**65- 74 points = D**

**<64 points = F**

#### Topics for Course

1. Principal vs. Principles
2. Leadership vs. Management
3. Professional vs. Bureaucracy by Max Weber
4. Staff development vs. In-service
5. Theory vs. practice
6. Certification vs. Licensure
7. Frederick Taylor-Scientific Management
8. Douglas McGregor-Theory X vs. Theory Y
9. Abraham Mallow-Hierarchy of Needs
10. Federal Government Role in Education
11. Hertzberg's Two-Factor Theory
12. Intrinsic vs. extrinsic
13. Characteristics of Effective Schools
14. Site-based management
15. Clinical Supervision
16. Formative vs. summative
17. Vision
18. Empowerment
19. Characteristic of Effective Principals
20. Home Schooling
21. Team Management

22. Quality Circles

## 23. Budget

### Professional Organizations for the Principal ship

Principals should be members of professional organizations for the following reasons:

1. Professional and staff development
2. Professional advice
3. Benefits such as liability insurance, loans, long term health insurance etc
4. Job opportunities and development
5. Political support of beneficial programs

The following are popular professional organizations for the principal ship at the local, state federal levels.

1. Houston Principal Association
2. Texas Association of Secondary School Principals
3. Texas Association of Elementary School Principals
4. Texas Association of School Administrators
5. American Association of School Administrators
6. National Association of Secondary School Principals
7. American Association of School Administrators