

PRAIRIE VIEW A&M UNIVERSITY
Whitlowe R. Green College of Education
Graduate Studies ~ Educational Administration

Course: Admin #5003 ~ Fundamentals of Administration
Class Sessions: Tuesday 5:30p.m.- 8:50 p.m.
Northwest Campus Rm. # TBA

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Office Hours: 12 pm-5:30 pm / 8:30 pm – 9pm

Monday and Tuesday

Northwest Campus / Room TBA

11 am – 2pm Saturday / Main Campus

COURSE DESCRIPTION

This course is designed to prepare students who are aspiring to be school administrators and/or enhance the skills of those individuals who are currently serving in the field of education administration. During this course, participants will examine administrative processes, leadership concepts, theories, models, system frameworks, trends and issues. Special attention will be given to the roles of the administrator and to the practical dimensions and operational challenges in educational administration. The learning experiences in this course will be derived from a survey of topics designed to stimulate and provide students with insights into their affective and cognitive domains that are related to the field of education.

COURSE OBJECTIVES

The need for strong and effective administrators has emerged because the challenges facing educational institutions have increased dramatically. The purpose of this course is to stress the significance of administration as a set of functions that can be enhanced through the application of operational dimensions to ensure effective delivery of educational services. Therefore, students will gain knowledge, understanding, and value pertaining to:

1. General contributions, basic processes, theories, models, and emerging developments of school administration.
2. The roles, functions, and responsibilities of an educational administrator (including techniques, methods and applications),
3. The principles and techniques of decision making, school funding, procedures involved in facility organization and planning, and issues related to facility management.
4. Alternatives to public school education and special agencies that influence public education.
5. Practical dimensions of education and the operational challenges associated with the delivery of educational programs and services.
6. Current issues and challenges that face public schools and public school administrators.
7. The relationship between successful school practices and change.

TEXT

Kowalski, Theodore J. (2003). *Contemporary School Administration: An Introduction*. Boston, MA: Allyn and Bacon. ISBN-10: 0205347924; ISBN-13: 9780205347926

TARGETED STANDARDS FOR THE PRINCIPAL CERTIFICATE

The Principal Standard Certificate issued by the State Board for Educator Certification requires a master's degree, a valid Texas Teacher Certificate, two years of teaching experience, completion of required graduate course work and a passing score on the TExES Examination #68.

(f) **Learner-Centered Organizational Leadership and Management.** A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- (2) gather and organize information from a variety of sources for use in creative and effective campus decision making.
- (3) frame, analyze, and creatively resolve campus problems using effective problem solving techniques to make timely, high quality decisions.
- (4) develop, implement, and evaluate change processes for organizational effectiveness.
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment.
- (6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.
- (7) acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- (8) collaboratively plan and effectively manage the campus budget.
- (9) utilize technology to enhance school management.
- (10) utilize effective planning, time management, and organization of work to maximize attainment of district and campus goals.

COURSE REQUIREMENTS & GRADING POLICY:

Who Am I? / Theorist	30 points	
iRead Activity	25 points	260 –280 =A
Discussion Leader	25 points	235 – 259=B
Midterm Examination	100 points	210 - 234=C
FINAL EXAM	<u>100 points</u>	180 – 209 =D
	280 points = total	0 - 179 = F

UNIVERSITY RULES AND PROCEDURES

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

Cheating is deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

Academic Misconduct is tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

Fabrication is the use of invented information or falsified research.

Plagiarism is unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

JOURNALS

The following publications are acceptable for research literature summaries:

- [*ASCD Update*, Association for Supervision and Curriculum Development](#)
- [*ASCD Yearbooks*, Association for Supervision and Curriculum Development](#)
- [*Communicator*, National Association of Elementary School Principals](#)
- [*Curriculum Update*, Association for Supervision and Curriculum Development](#)
- [*Educational Leadership*, Association for Supervision and Curriculum Development](#)
- [*Insight*, Texas Association of School Administrators](#)
- [*Leadership News*, American Association of School Administrators](#)
- [*NASSP Newsleader*, National Association of Secondary School Principals](#)
- [*NAASP Tips for Principals*, National Association of Secondary School Principals](#)
- [*Phi Delta Kappan*, Phi Delta Kappa](#)
- [*Principal*, National Association of Elementary School Principals](#)
- [*TASSP News Highlights*, Texas Association of Secondary School Principals](#)
- [*TEPSA Journal*, Texas Elementary Principals and Supervisors Association](#)
- [*Texas Study*, Texas Association of Secondary School Principals](#)
- [*The Executive Educator*, National School Boards Association](#)

