PVAMU Course Syllabus

Fundamentals of Administration: - 21297 – ADMN 5003 – Z01

Department of	Educational Leadership and Counseling	College of	Education

Lead Professor's Name:	Clement E. Glenn, PhD
Semester Instructor's Name:	**Dr. Clement E. Glenn**
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	P.O. Box	P.O. Box 519
	Mail Stop	MS 2420
	Prairie View, TX 77446	

Office Hours:	**By Appointment**
Additional Contact Hours (if applicable):	**Students are advised to make appointments for office visits.** **The Best Way To Reach Dr. Glenn is Via Cell # is 979-574-0371.** **The Next Best Way is via personal email address: clementglenn@txcyber.com**

Course Location:	
Class Meeting Days & Times:	**After next week, Dr. Glenn will be available on SKYPE.**
Course Abbreviation and Number:	**ADMN 5003:** *Fundamentals of Administration*
Catalog Description:	(3-0) Credit 3 semester hours. This course is a study of educational administration, basic concepts of administrative theory and practice, and the relationship of administrative practice to school organization and control.

Prerequisites:	**None**
Co-requisites:	**N/A**

Required Text:	Primary Textbook
	   Green, R. L. (2009). *Practicing the Art of leadership: A problem-based approach to implementing the ISLLC standards (3rd* Ed.). ISBN-13: 9780131599734
	
	Supplemental Textbooks
	   Glenn, Clement E. (2009). Motivate to Educate: A Learning Resource Guide. 2nd Edition. College Station, TX: Tops Printing. *[Website: www.glenneduconsulting.com]*
	
	   Glenn, Clement E. (2009). Success is the Goal: A Program Handbook. 2nd Edition. College Station, TX: Tops Printing. *[Website: www.glenneduconsulting.com]*
	
	iRead Textbook:
	The Present: The Gift for Changing Times *by Spencer Johnson*
	ISBN: 978-0-307-71954-6

Recommended Resource:	American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC.

Access to Learning Resources:	PVAMU Library:
	    phone: (936) 261-1500;
	    web: http://www.tamu.edu/pvamu/library/
	University Bookstore:
	    phone: (936) 261-1990;
	    web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:

The goal of this course is 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. Students should find these experiences as insightful mechanisms for the development of more effective learning.

Course Objectives/Accrediting Body –Standards Met: See below.
ELCC Standards - http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
*1.1; 1.3; 1.4[ExCET Standard 5]
2. To prepare beginning administrators as facilitators of teacher and student growth and development through enhancing their instructional skills through the integration of technology.
*1.2; 2.1; 3.8; 4.1 [ExCET Standard 7]
3. To prepare beginning administrators who understand human diversity and global awareness recognizing that all learners can meet all learner outcomes.
 *1.6; 1.7; 6.3; 7.1; 7.4 [ExCET Standard 1]
4. To prepare beginning administrators as reflective and continual learners who use self-evaluate and consistently incorporate professional growth.
*4.4; 12.2; [ExCET Standard 3]

Texas Administrator Standards
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.

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, selects 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.

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.

At the end of this course, the candidate will ….
1. Have knowledge of the general contributions, basic processes, theories, models, and emerging developments of school administration.
2. Have a knowledge of the roles, functions, and responsibilities of an educational administrator (including techniques, methods and applications),
3. Have an awareness of the principles and techniques of decision making, school funding, procedures involved in facility organization and planning, and issues related to facility management.
4. Have knowledge of alternatives to public school education and special agencies that influence public education.
5. Understand practical dimensions education and the operational challenges associated with the delivery of the educational programs and services.
6. Become aware of current issues and challenges that face public schools and public school administrators.

	Candidates will be able to:	ELCC Standards	M. Ed. & M.S. Program Outcomes
1	Be able to create a vision for student learning. To provide candidates with knowledge of the roles, functions and responsibilities of educational administrators (including techniques, methods and applications). To provide candidates with an awareness of the principles and techniques of decision making involved educational administration.	ELCC #1 2 – Learner-Centered Leadership and Campus Culture	Candidates will demonstrate the ability to design and implement curriculum and strategic plans that improve instructional pedagogy, student learning and assessment.
2	Be able to develop a school culture that is conducive to student learning. To provide candidates with knowledge of general contributions, basic processes, theories, models and emerging developments in educational administration and leadership. To provide candidates with knowledge of practical dimensions involving education and the operational challenges associated with educational administration management, programs and services.	ELCC # 2 6 – Learner-Centered Curriculum Planning and Development 7 – Learner-Centered Instructional Leadership and Management	Candidates will demonstrate the ability to design and implement curriculum and strategic plans that improve instructional pedagogy, student learning and assessment.
3	Be able to manage the organization for student success. To familiarize candidates with current issues and challenges for the purpose of broadening their knowledge and skills concerning developing and/or revising a comprehensive campus professional development plan.	ELCC # 3 5 – Learner-Centered Organizational Leadership and Management	Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.
4	Be able to communicate with diverse stakeholders	ELCC # 4	Candidates will apply

| | through collaborations and mobilization of community resources.

To provide candidates with the knowledge of how to apply the legal requirements for educational administration. | ELCC # 6
4 – Learner-Centered Communication and Community Relations | principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology. |
|---|---|---|---|
| 5 | Be able to act with integrity, ethics, and professionalism to ensure student learning. | ELCC # 5
1- Learner-Centered Values and Ethics | Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology. |

SPECIAL NOTICE: The Whitlowe R. Green College of Education has purchased **TExES** practice materials and exams for students seeking State Certificate. These materials and exams are located in the *Educator Preparation Lab* on the 3rd floor (332) in Delco. The lab will be open until 9:00 pm Monday through Thursday, and on Saturday for a few hours. Students are strongly encouraged to visit the lab to review materials and take the practice exam to increase their success on the TExES.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Semester Exam – multiple choice/matching designed to measure knowledge of presented course material
Exercises – written assignments designed to supplement and reinforce course material
Projects – TExES Practice Tests - designed to measure current readiness for state principal's exam.

Grading Matrix

Assignment/Assessment	Value	Total Points
	Professor discretion as to how many points are added per week. Five points will be deducted from grading system all every late assignment.	
Education and Educational Leadership Philosophy [2 pages, double-spaced] Note: Students can reference **Lesson 8** and **Three-headed Monster on Leadership** in Motivate To Educate.	90-100 = A = 30 points 80-89 = B = 20-29 points 70-79 = C = 10-19 points 0-69 = F = 0-10 points	10% 30 points
Article Critiques [Two] - 2 page, double-spaced summaries of current articles (2008-2012) including citation of references.	90-100 = A = 30 points 80-89 = B = 20-29 points 70-79 = C = 10-19 points 0-69 = F = 0-10 points	10% 30 points
Personal Leadership Development Portfolio [1-2 page, double-spaced **MTE Lessons 1-12 & SGH Handbook (per class schedule) in Supplemental Textbook]**	90-100 = A = 30 points 80-89 = B = 20-29 points 70-79 = C = 10-19 points	10% 30 points
Personal Leadership Development Portfolio [3 page, double-spaced **Chapter Summary (chapters 1-7) in Primary Textbook]**	90-100 = A = 8.5 + points per chapter 80-89 = B = 7.5 70-79 = C = 6.5 0-69 = F = 5.5 or less	20% 60 points
TExES Practice TEST Domain 2 & 3 [**TExEs Practice Exam** that covers Instructional and Administrative Leadership].	90-100 = A = 30 points 80-89 = B = 20-29 points 70-79 = C = 10-19 points 0-69 = F = 0-10 points	10% 30 points
Semester Exam [Comprehensive Examination of the 7 Primary Textbook Chapters and Supplement Topics Extracted from Motivate to Educate and Success is the Goal].	90-100 = A = 90 points 80-89=B = 80 points 70-79= C = 70 points 0-69 =F = 60 points or less	30% 90 points

TExES Practice-TEST Domain 1 that covers School Community Leadership]	90-100 = A = 30 points 80-89 = B = 20-29 points 70-79 = C = 10-19 points 0-69 = F = 0-10 points	10% 30 points
Dr. Glenn's Grading Determination	270 – 300 points = A 240 – 269 points = B 210 – 239 points = C 0 – 209 points = F	100% 300 points

University Grade Determination:
A = 95-100%
B = 94 – 85
C = 84 – 75
D = 74 – 65
F = 64 – below

Bonus Points
3 books will serve as resources for the course. Also, 4 additional points will be awarded to all who attend the Waymon Webster Conference (TBA) this spring.

Students are not required to purchase textbooks, but those who purchase books will be awarded <u>four</u> bonus points per number of books purchased (including primary textbook).
Motivate To Educate ($36) and Success is the Goal ($24) [payable by check, money order, or on IOU Plan] can be purchased through: Glenn Educational Consulting; 104 Dove Trail; Navasota, Texas 77868 (add $5 for shipping and handling).

Course Procedures

Submission of Assignments:
Follow the directions provided with the assignment instructions.
Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, ensure you use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.
Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations and Journals

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

References

Blase, J. & Blase, J. (2003). Handbook of Instructional Leadership: How successful principals promote teaching and
learning (2nd ed.). Thousand Oaks, CA: Corwin Press.

Clark, S. N., & Clark, D. C. (2002). Making leadership for learning the top priority. *Middle School Journal,* v34(2),50-55.

Grant, Ruth W. (1996). The ethics of talk: Classroom conversations and democratic
politics. Teachers College Record, 97 (3), 471-482.

Fullan, M. & St. Germain, C. (2006). Learning places: A field guide for improving the context of schooling. Thousand
Oaks, CA: Corwin Press.

Fullan, M. & St. Germain, C. (2004). Leadership Sustainability. Thousand Oaks, CA: Corwin Press.

Kowalski, T. 2007. Case Studies on Educational Administration.

Wiles, J & Bondi, J. (2000). Supervision: A guide to practice (5th ed.).Upper Saddle River, NJ: Merrill Prentice Hall

Sergiovanni, T. (2006). Rethinking leadership. Thousand Oaks, CA: Corwin Press.

ELCC Standards - http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University
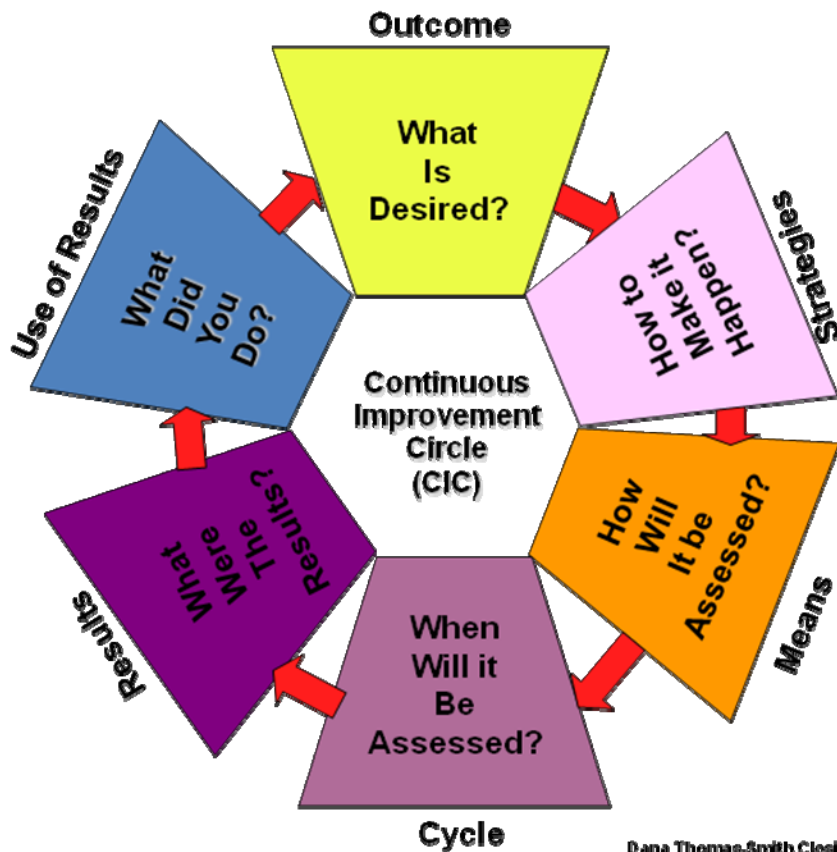
Dana Thomas-Smith Closing the Loop Six Question Model-landscape

E-FOLD-P (Conceptual Framework)
(Educator As Facilitator For Diverse Populations)

- **To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.**
- **To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.**
- **To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.**
- **To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.**
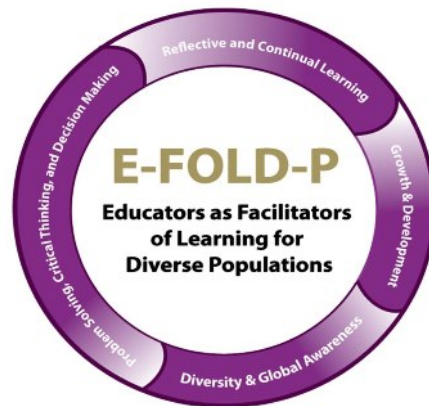
University Rules and Procedures

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:
1. Cheating: 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.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: 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.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F." Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- -Pentium with Windows XP or PowerMac with OS 9
- -56K modem or network access
- -Internet provider with SLIP or PPP
- -8X or greater CD-ROM
- -64MB RAM
- -Hard drive with 40MB available space
- -15" monitor, 800x600, color or 16 bit
- -Sound card w/speakers
- -Microphone and recording software
- -Keyboard & mouse
- -Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- -Participants should have a basic proficiency of the following computer skills:
  - ·Sending and receiving email
  - ·A working knowledge of the Internet
  - ·Proficiency in Microsoft Word
  - ·Proficiency in the Acrobat PDF Reader
  - ·Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated.   When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
You can send email anytime that is convenient to you, but I check my email messages at different times during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) within 24-48 hours following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday. If we are on a holiday or between semesters, I will respond to emails upon returning to campus.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Whether an online course, hybrid or face-to-face course, class participation is required. We will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board (online) and/or in-class conversations.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

True Outcomes
True Outcomes was a tool used by the University for Assessment Purposes. Currently, PVAMU is transitioning to another assessment tool for students. The new assessment tool and artifacts for spring 2013 will be announced during the course of the semester.

 Two "C" Rule
 Please Note: Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

Certification
No grade of "C" or below will be accepted for certification. To obtain certification, the candidate must apply and meet the required standards as espoused by the Office of Teacher Certification. Please view the webpage at www.pvamu.edu. Select *Colleges, Whitlowe R. Green College of Education, and then Office of Teacher Certification*. Additional items can be found at the College of Education webpage.

S K I L L S   A S S E S S M E N T

A. Critical/Holistic Thinking Skills
- Ability to maintain focus
- Ability to shift perspectives
- Ability to apply logic to key words and phrases when seeking answers to exam questions.

B. Listening Skills
- Ability to follow instructions
- Ability to pay close attention to details
- Ability to maintain attention span when others are speaking

C. Writing Skills
- Sentence structure
- Spelling
- Punctuation

D. Management Skills
- Time management
- Ability to plan
- Ability to organize

E. Interpersonal Skills
- Ability to stand and speak with confidence
- Regular participation in class discussions
- Willingness to ask questions and seek advice of instructor

MEMORANDUM-Research Article and Critique Format

TO: Dr. Clement E. Glenn
                Superintendent

FROM: Mr./Ms. *[Student's Name (student ID#)]*
                Principal

DATE: *[Submission Date]*

RE: Journal Article I / Journal Article II

Per your instructions, I have reviewed the article entitled, "xxxxxxxxxxxxxxxxxxxxxxxxxxx."
I am submitting an overview of my assessment for your evaluation and subsequent approval.

Summaryxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Summaryxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Summaryxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Critiquexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Critiquexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Critiquexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
CritiquexxxxxxxxxxxxxxxxxxxTExES Domain/Competency addressed and why xxxxxxxxxxx
Critiquexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Implicationsxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Implicationsxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Implicationsxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

FYI   **Information below represents EXAMPLES of APA reference style.**

        Alexander, K., Entwisle, D., & Thompson, M. (1987). School performance status relations and the structure of sentiment: Bringing the teacher back in. <u>American Sociological Review</u>, <u>52</u> (5), 665-682.
Alsop, R. (1991). Poverty: Its effects on our children. <u>Protecting Children</u>, <u>7</u> (4), 2.
....
FYI   One (1) point will be deducted from each line in the text when an error is detected.
            A maximum of five (5) points will be deducted when error(s) are detected in
             reference section.