Texas A&M University, Corpus Christi  
EDAD 5304  
Introduction to the Principalship  
Course Syllabus – Fall, 2012  
Class Time: Thursdays: 4:20 pm – 6:50 pm

Dr. Lynn Hemmer  
Office: Faculty Center  
Office Phone: TBA  
Office Hours:  
Mondays: 2:20pm – 4:20pm  
7:00 pm – 8:00 pm  
Wednesdays: 4:00 – 6:00 pm  
Thursdays: 2:20pm – 4:20pm

Office Hours: If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. When you call, please leave me a number of where to reach you.

I. Course Description

EDAD 5304  
Introduction to the Principalship  
This course serves as an orientation to learner-centered leadership and the A&M-Corpus Christi administrator preparation program. Course activities include an assessment of student potential for learner-centered leadership and the development of an initial personal educational platform. Based on active class participation and discussion of simulated and real issues, students will construct an individual growth plan while exploring principles of professional ethics. Doctoral students will complete a research study on the best practices of the principalship. Students who have taken EDAD 5304 may not enroll in EDAD 6304.

II. Rationale

Introduction to the Principalship is a graduate level course that provides the student with an overview of the dimensions and complexities of the principalship. This introductory course also provides the student with a foundational knowledge base in educational administration. The role of the principal as an instructional leader will be the overarching theme of this course.

III. Course Format

This class will meet once per week (Thursday, 4:20 – 6:50 pm). Although lecture
will be incorporated, this course will be highly interactive with several field-related assignments.

IV. State Adapted Proficiencies Administrators

Domain I – School Community Leadership – Competencies 1, 2, 3
Domain II – Instructional Leadership – Competencies 4, 5
Domain III – Administrative Leadership – Competencies 6, 7,

1. **Campus Culture** - 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. **Communication** – 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.

3. **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

4. **Instructional Leadership** – 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.

5. **Instructional Program** – 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.

6. **Organization** – The principal knows how to apply organizational, decision-making and problem solving skills to ensure and effective learning environment.

7. **Leadership** – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

V. TExES Competencies

(Please see Section III above)

VI. Course Objectives and Outcomes

*This course is designed to enable students to:*

1. Understand the position of the building level principal and the demands of the position.
2. Understand the roles and responsibilities of the principal.
3. Understand the importance and responsibility of exercising leadership in positive ways.
4. Identify and understand the characteristics of an effective leader and an effective school.
5. Understand the importance of managing conflict, building consensus, and communicating effectively both orally and in writing.
6. Understand the relationship between theory and research in educational administration.
7. Identify the key elements of organizational structure.
8. Identify the key components of an organizational culture and its impact on all individuals in the school and school district.
9. Understand why some employees are highly motivated while others lack drive and commitment.
10. Identify and understand why decision making is such an important activity for the school activity.
11. Identify and understand the major forces for change that schools face today.
12. Identify, understand and reflect upon self-perceptions and others’ perceptions of you.
13. Identify, understand and reflect upon the impact one has on others in the school and community environment.
14. Identify, understand, and reflect upon one’s personal educational platform.
15. Assess one’s abilities to build and sustain positive and meaningful relationships within the context of your school and community.

VII. Course Topics

The major topics to be considered are:
1. Development of Administrative Theory
2. Organizational Structure
3. Organizational Culture
4. Motivation
5. Leadership
6. Decision Making
7. Communication
8. Organizational Change

VIII. Instructional Methods and Activities

Methods and activities for instruction include:
This course will be delivered primarily face-to-face and will include the development of a personal educational platform inclusive of a personal growth plan and course activities and reflections. We will have discussion forums supported through an online platform, chapter assignments, case studies and reflections. This course is reading intensive and therefore it is critical that the assigned chapters are read prior to class, participating in discussion forums, completing activities/reflections, and developing a personal educational platform.
IX. Evaluation and Grade Assignment

Participation/Active Learning Approach 20%
Discussion Forums 20%
Case Analysis – Group project 40%
Personal Educational Leadership Platform 20%

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Points per Semester Hour*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure; work not passed</td>
<td>0</td>
</tr>
</tbody>
</table>

Grades (Source: Graduate Catalog)

The letter grades used for graduate work are the same as those used in undergraduate work (A, B, C, D, and F), but graduate credit is allowed only for courses completed with grades of A, B, and C, although grades of D and F are used in computing grade point averages. Limits are placed on the number of C’s that are allowed for graduate credit.

X. Course Requirements

1. Participation/Active learning is based on the assumption that:
   a) Students will read all assigned reading materials.
   b) Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.
   c) Student participation will reflect prior preparation of presentations and completion of reading assignments.
   d) Participation will reflect awareness of appropriate interpersonal communication, i.e., use of “I” statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of amount of class time being used by an individual students; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.

At the beginning of class, discussion about assignments and class issues are addressed. By entering the class late, it stops the flow of discussion and disrupts other students’ learning. As a common courtesy to all, please be on time and have readings completed.

When students are talking or presenting in class, students should be engaged, listen and respond in a positive manner. Treating each other with respect
contributes to other students’ learning and establishes a positive learning environment.

Issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality and integrity are first and foremost.

2. Discussion Forums

Students are expected to participate and share the initiation of intellectual dialogue and to guide themselves, and their classmates, in the dissemination, analysis, and creation of course relevant information. In particular, students must maintain communicative visibility when engaged in an online discussion forum. They must not rely on others to carry online dialogue. Everyone must proactively contribute to these discussions.

3. Case Analysis – Group project

Student groups will make a brief presentation to the class based on a selected principal case study activity.

The purpose of the case study assignment is to
- Analyze situations within the day-to-day experiences of practicing principals,
- Gain insight on how principals deal with problem situations, and
- Gain “experience in thinking (and acting) like a principal in campus-based situation.

To be successful with this assignment, students should:
- Read the case carefully and become very familiar with the details of the case. The case includes a case narrative, some relevant questions to consider and suggestions for examining the case.
- Analyze the case. Students should break the case down to make sure they understand the issues embedded in the case. Identify and elaborate those issues for your presentation.
- Using the TExES Domains and Competencies as a framework, propose a solution (or solutions) to the case.
- Provide a 1-2 page handout for class.
- Each student will write a 1-2 page summary of their work and collaborative efforts.

4. Personal Educational Leadership Platform

Students are required to write a personal educational platform which will include an individual growth plan. Students will write the initial platform during the first class meeting on August 23, 2012. Throughout the course students will have an opportunity to examine the key components that they will adopt as part of their
personal educational platform. Throughout the remainder of the course students will reflect on the answers to the questions from that initial writing.

XI. Course Schedule and Policies

See Course Schedule and Policies

XII. Textbook

*The textbook adopted for this course is:*

XIII. Bibliography

*Suggested Supplemental Reading:*


XIV. 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.

XV. Disabilities Accommodations

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.

XVI. Course Expectations

At times I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests.
Please use this course as an excuse to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

I have very high expectations from each of you and hope you have high expectations of the course as well. I promise to try my best to make this course as useful and enriching as possible for each of you.

Students are expected to participate and share the initiation of intellectual dialogue and to guide themselves, and their classmates, in the dissemination, analysis, and creation of course relevant information. They must not rely on others to carry classroom dialogue. Everyone must proactively contribute to these discussions. Therefore, in order to perform efficiently and effectively, students must keep up with all the assigned readings. A student must not be a "quick study" reacting to postulates, but rather must respond confidently with acquired and incisive knowledge. A student must posit relevant questions, find useful applications.

These items serve as examples of student intellectual performance, which in-turn affects the instructor’s assessment.

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
4. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.
5. Students are expected to respect the rights and dignity of each member of the campus community.
6. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
Instructor reserves the right to make changes to the course schedule

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23</td>
<td>Introduction to the Course and Course Expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your Initial Personal Educational Platform</td>
<td></td>
</tr>
<tr>
<td>August 30</td>
<td>Development of Administrative Theory</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Administrating as a Moral Craft</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Organization Structure</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Organizational Culture</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Sept 27</td>
<td>Becoming a Community of Leaders</td>
<td>Supplemental</td>
</tr>
<tr>
<td></td>
<td><strong>Case Analysis – Group project Team 1</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 4</td>
<td>Motivation</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Online Discussion</td>
<td></td>
</tr>
<tr>
<td>Oct 18</td>
<td>Leadership</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Oct 25</td>
<td>Instructional Leadership, Supervision and Teacher Development</td>
<td>Supplemental</td>
</tr>
<tr>
<td></td>
<td><strong>Case Analysis – Group project Team 2</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 1</td>
<td>Decision Making</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Nov 8</td>
<td>Communication</td>
<td>Chapter 7</td>
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<tr>
<td></td>
<td><strong>Case Analysis – Group project Team 3</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 15</td>
<td>Online Discussion</td>
<td></td>
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<tr>
<td>Nov 22</td>
<td>Thanksgiving</td>
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</tbody>
</table>
Nov 29  Organization Change
The Change Process
Case Analysis – Group project Team 4
Chapter 8
Supplemental

Dec 6  Personal Educational Platform Due

Policy

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an” F” in the course.

Rubrics

Participation/Active Learning Approach: 20% (Each class is worth 15 points):

<table>
<thead>
<tr>
<th>Quality of Comments</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, may or may not lead to other questions from students</td>
<td>Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion</td>
<td>Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic</td>
<td></td>
</tr>
<tr>
<td>Resource/Document Reference</td>
<td>Discussion or provoke no responses or question</td>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight</td>
<td>Has done the reading; lacks thoroughness of understanding or insight</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion</td>
<td>Unable to refer to text for evidence or support of remarks</td>
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<tr>
<td>Active Listening</td>
<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others</td>
<td>Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion</td>
</tr>
</tbody>
</table>

**Online Discussion Forum 20% (15 points)**

<table>
<thead>
<tr>
<th>Superior (3)</th>
<th>Average (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis / Interpretation</strong></td>
<td>The message uses historical sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
<td>Some messages do analysis or interpretation well, but a significant number do not. This might either be because the analysis was not done well, or because it was not attempted (that is, was simply opinion or hearsay).</td>
</tr>
<tr>
<td><strong>Scholarly Dialogue</strong></td>
<td>All sources are cited. Argumentation is from the evidence. No <em>ad hominem</em> arguments.</td>
<td>Citations are sometimes missing, are incorrect, or are from a poor source (e.g., a K12 internet site or an encyclopedia).</td>
</tr>
<tr>
<td>Connections to Professional Practice</td>
<td>Discussion postings provide evidence of strong reflective thought pertaining to personal perspectives and how the module's learning objectives relate to professional development.</td>
<td>Discussion postings provide evidence of some reflective thought pertaining to personal perspectives and professional development.</td>
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<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Participation in the Learning Community</td>
<td>Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Messages that originate a thread usually generate responses. Student does not start a topic or pose a question and then abandon it.</td>
<td>Some messages contribute to ongoing conversations, but others are disconnected. If the student starts a new thread, sometimes there is follow-up but sometimes there isn't. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively.</td>
</tr>
<tr>
<td>Writing Skill</td>
<td>Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar. Writing style can still be conversational rather than formal. The writing does not have to be flawless, but it will be better than average writing.</td>
<td>Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.</td>
</tr>
</tbody>
</table>

**Case Analysis – Group Project  40% (15 points)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 Meets or Exceeds Expectations</th>
<th>2 Partially Meets Expectations</th>
<th>1 Did Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and demonstrates a clear and deep understanding of all pertinent issues and problems</td>
<td></td>
<td></td>
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<tr>
<td>Presents an insightful and thorough analysis of all issues identified;</td>
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<td>Supports diagnosis and opinions with logical arguments and evidence</td>
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<tr>
<td>Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the text</td>
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<tr>
<td>Presentation: All members demonstrate a sophisticated clarity, conciseness, and correctness); includes thorough details and relevant data and information; extremely well-organized</td>
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</tbody>
</table>

**Personal Educational Leadership Platform 20% (100 points).**
Written as a self-reflection document, a personal educational leadership platform summarizes one’s values, beliefs and philosophies about education. It provides the principal candidate a forward-looking framework for leadership action.

The following criteria will be used to assess the Personal Educational Leadership Platform

**The platform:**
- Contains all the components described in this document
- Reflects clear alignment of ideas across all components
- Includes specific examples of how the candidate will implement the vision
- Exhibits a professional presentation of ideas