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. State Adapted Proficiencies Administrators- TExES Competencies

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.
IV. TExES Competencies

(Please see Section III above)

V. 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.

VI. 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
VII. Instructional Methods and Activities

Methods and activities for instruction include:
This course will be delivered primarily online and will include PowerPoint presentations, the development of a personal educational platform inclusive of a personal growth plan and course assessments. We will have quizzes, a mid-term examination and a final examination. This course is reading intensive and, therefore, it is critical that the assigned chapters are read prior to answering questions on the quizzes, mid-term examination and final examination and prior to developing a personal educational platform.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Final Examination</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Personal Educational Platform</td>
<td>50%</td>
<td>50</td>
</tr>
</tbody>
</table>

Grading Scale

- 90 – 100 points = A
- 80 – 89 points = B
- 70 – 79 points = C
- 60 – 69 points = D
- 59 and below = F

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. Grade points per semester hour are noted below:

<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>

IX. Course Requirements

1. Students are required to read the chapters delineated on page 8 prior to completing each quiz.
2. Students are required to submit the answers to each quiz no later than midnight (12:00 am) on the dates delineated on page 8.
3. Students are required to submit their answers to the mid-term examination by midnight (12:00 am) on March 30, 2013.
4. Students are required to submit their answers to the final examination by midnight (12:00 am) on May 11, 2013.
5. Students are required to write a personal educational platform which will include an individual growth plan. The development of a cogent and research based educational platform and growth plan takes substantial time. As such, students will develop their educational platform and growth plan incrementally.
throughout the semester. As the semester progresses, students will have an opportunity to examine the key components that they will adopt as part of their personal educational platform. Students will be provided with eleven questions that will serve as the basis for this assignment. Students are required to answer these questions at a rate of two questions approximately every other week as outlined on page eight of the syllabus. The responses should be written in a narrative form and the response to each question should be a minimum of one page for a total of eleven pages not including the title page or the reference page. Students are required to use the theory presented in the text and also incorporate in each response the TEES Competencies. Students will write their initial platform during the first class meeting on January 26, 2013. As students develop their educational platform and growth plan, they will reflect on the answers to the questions from their initial writing. Students are required to (a) write a series of reflective essays based on the knowledge, skills, and dispositions gained in this course, (b) answer each of the questions once again, (c) answer each of the questions in an insightful and in-depth manner, (d) discuss and describe how beliefs have changed since the initial writing, (e) discuss what the student now knows about leadership and the principalship that he or she will put into practice and (f) identify his or her individual growth plan. The final essay which is a compilation of these five essays written throughout the semester is due by midnight on May 11, 2013 and must be a minimum of ten pages (one page for every question). Each student is required to email his or her personal educational platform as an attachment to the instructor at phyllis.hensley@tamucc.edu. Students will be graded according to the Writing Assessment Rubric on page nine of this syllabus. Students are required to adhere to the following APA writing guidelines. Specifically this requirement must:

- Be typed, using 12 pt. Times New Roman font
- Be double spaced
- Have uniform margins of one inch at the top, bottom, left, and right of every page
- Be free of spelling errors, grammar errors, and run on sentences
- Properly cite all references in the essays and in the reference list
- Have a title page with the following three elements centered between the left and right margins and positioned in the upper half of the page
  - Title (Educational Platform – Essay One)
  - Byline (John J. Doe)
  - Institutional Affiliation (Texas A&M-Corpus Christi)

X. Course Schedule and Policies

See Course Schedule and Policies on pages 7 and 8.

XI. Textbook

The textbook adopted for this course is:
XII. Bibliography

Suggested Supplemental Reading:


XIII. 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.
XIV. 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.

XV. Course Expectations

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 respect the rights and dignity of each member of the campus community.
4. 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.
5. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.
6. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.

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.
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| **January 26** | Introduction to the Course and Course Expectations  
Review Syllabus  
Your Initial Personal Educational Platform  
Development of Administrative Theory | Chapter 1         |
<p>|            | <strong>Face to Face Meeting – 10:00 am to 1:00 pm</strong>                       |                  |
|            | <strong>February 2</strong> | Quiz on Chapter 1 Due by Midnight                                   |                  |
|            | <strong>February 9</strong> | Educational Platform Essay 1 Due by Midnight                         | Chapter 2        |
|            | <strong>February 16</strong> | Quiz on Chapter 2: Organizational Structure Due by Midnight         |                  |
|            | <strong>February 23</strong> | Educational Platform Essay 1-2 Due by Midnight                       |                  |
| <strong>March 2</strong> | Quiz on Chapter 3: Organizational Culture Due by Midnight           | Chapter 3        |
|            | <strong>Face to Face Meeting – 10:00 am to 1:00 pm</strong>                       |                  |
|            | <strong>March 9</strong>     | Educational Platform Essay 1-3 Due by Midnight                       |                  |
|            | <strong>March 16</strong>    | Quiz on Chapter 4: Motivation Due by Midnight                       | Chapter 4        |
|            | <strong>March 23</strong>    | Educational Platform Essay 1-4 Due by Midnight                       |                  |
|            | <strong>March 30</strong>    | Mid-Term Examination on Chapters 1-4 Due by Midnight                |                  |
| <strong>April 6</strong> | Quiz on Chapter 5: Leadership Due by Midnight                       | Chapter 5        |
|            | <strong>April 13</strong>    | Educational Platform Essay 1-5 Due by Midnight                       |                  |
| <strong>April 20</strong> | Quiz on Chapter 6: Decision Making Due by Midnight                 | Chapter 6        |
|            | <strong>Face to Face Meeting – 10:00 am to 1:00 pm</strong>                       |                  |
|            | <strong>April 27</strong>    | Quiz on Chapters 7 and 8: Communication and Organizational Change Due by Midnight | Chapters 7 &amp; 8 |
| <strong>May 4</strong>  | Final Educational Platform Essay 1-6 Due by Midnight                |                  |
| <strong>May 11</strong> | Final Examination on Chapters 1-8 Due by Midnight                   |                  |</p>
<table>
<thead>
<tr>
<th>Points</th>
<th>CONTENT AND VOCABULARY</th>
<th>Points</th>
<th>MECHANICS AND APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (10 Possible Points)</td>
<td>All questions are answered in an in-depth manner, and answers to each question consist of supporting details related specifically to theory presented in the text and the TExES Competencies. Theory related vocabulary and language are used.</td>
<td>Exemplary (10 Possible Points)</td>
<td>The paper is mechanically correct. There are no errors of punctuation, spelling, grammar or sentence structure. All APA guidelines outlined in the syllabus have been followed.</td>
</tr>
<tr>
<td>7 Points for Content and Vocabulary</td>
<td>Some questions are answered in an in-depth manner, and some answers to each question consist of supporting details related specifically to theory presented in the text and the TExES Competencies. Vocabulary is appropriate and some theory related language is used.</td>
<td>3 Points for Mechanics and APA</td>
<td>There are no more than 3 errors of mechanics in the paper. Some of the APA guidelines outlined in the syllabus have been followed.</td>
</tr>
<tr>
<td>Proficient (6 Possible Points)</td>
<td>Answers to questions are limited in scope and supporting details related specifically to theory presented in the text and the TExES Competencies are limited. Vocabulary is more suited to a “lay audience” and does not reflect educator preparation or experience.</td>
<td>Proficient (3 Possible Points)</td>
<td>There are no more than 4 errors of mechanics in the paper. Some of the APA guidelines have been followed.</td>
</tr>
<tr>
<td>Developing (4 Possible Points)</td>
<td>Questions are not answered in an in-depth manner, and answers to each question do not consist of supporting details related specifically to theory presented in the text and the TExES Competencies. Language is unclear and void of theory.</td>
<td>Developing (2 Possible Points)</td>
<td>There are 5 or more errors of mechanics in the paper. APA guidelines have not been followed.</td>
</tr>
<tr>
<td>Unacceptable (0-1.5 Possible Points)</td>
<td></td>
<td>Unacceptable (1.5 Possible Points)</td>
<td></td>
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