University of St. Thomas

School of Education

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<th>Course</th>
<th>Instructor</th>
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<tr>
<td>Semester</td>
<td>Spring 2015</td>
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<tr>
<td>Number</td>
<td>EDUC 5392</td>
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<tr>
<td>Title</td>
<td>The Principalship</td>
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<td>Section</td>
<td>OL</td>
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Prerequisites

Recommendation of faculty advisor

Textbook(s) Required


Other Readings in Course

Other readings are assigned and are found in Course Documents for each Learning Module. Students are responsible for all readings; questions from readings may appear on tests.

Course Description & Information

General Course Description: This online course provides an overview of the role of the principal as a leader in the elementary, middle/intermediate, or high school setting and provides exercises in decision making, report writing and planning similar to what principals encounter.

Blackboard: Student internet access is essential since Blackboard will be used throughout the course.

Email: Students need to use University of St. Thomas email for the course and check it frequently. University of St. Thomas emails can be directed to your personal email account through Webmail, options, settings, and message forwarding. Online assignments will be due by 11:59 pm of the day listed.

Late work: Tardy work usually results in penalties. Email the instructor in advance if you are encountering difficulties.
that will cause late submission of work.

**Submission of work in Blackboard:** All files should be submitted using the following title template for the Word document itself: last name, first initial, activity name; last name first initial activity name, etc. For example, my work would be titled: LeBuffe, J, Short Paper on Ethics; LeBuffe, J.

**Do not use numerals or symbols in titles for your assignments.** Turn each assignment into the folder in the correct learning module as an attached file.

**Technical Help:**
UST IT Services Support Desk: 713-525-6900 (First Option)

Blackboard help: Mr Williams: 713-525-3153 or Ms. Giles: 713-942-3499

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**State/National/Professional Association Standards Guiding Course:**

The learning outcomes for EDUC 5392 are guided by the TExES Standards for the Principal Certificate and by The Teacher Education Accreditation Council (TEAC). TEAC quality principles are compatible with the six standards of the Interstate School Leaders Licensure Consortium (ISLLC).

**TExES Examination for Principal Certificate for this course**

**Domain I: School Community Leadership (competencies 001-003)**

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**Course Objectives/Learner Outcomes**

**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.

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**Major Assignments**

- **Two examinations will be given.** The midterm and final will include both multiple choice and essay questions. These will be open book-open notes tests. Both the midterm and final will be taken online, using Blackboard. A window of three days will be given during which the tests may be taken in one sitting. Each test will have a time limit of two hours and 45 minutes. Each is worth 17% of the final grade.
Short Paper Requirements: Eight are assigned. Essay format, one to four pages. See Course Information in Blackboard for directions for each of the papers. APA style does not have to be followed for these essay type of assignments, but credit must be given for all sources. (8 at 4% each= 32% of final grade).

Discussion Board Participation: Students will participate in seven Discussion Boards. Each student will submit an original response to the topic and react/respond to the original postings of two classmates (for a total of three posts per topic. Each Discussion Board will be worth 2% of the final grade, for 14% total. Detailed directions for Discussion Board participation are found in Course Information and the topics for each discussion are listed in Discussion Board in Blackboard.

Interviwes: Two in-depth interviews, the first with an assistant principal and the second with a principal, each with an accompanying five page paper, are required. Directions are in Course Information in Blackboard. Each Interview Paper is worth 10% of the final grade; together, these two assignments are worth 20% of the final grade.

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<th>Grade</th>
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<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 94</td>
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<td>B+</td>
<td>3.3</td>
<td>88 - 89</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<td>B-</td>
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<td>63 - 67</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 67</td>
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Course Information
SUGGESTION: Pay close attention to when the two interviews are due. Principals and Assistant Principals are very busy people and you probably do not want to wait until the assignment is almost due to try to find time to conduct these interviews.

OTHER ASSIGNED READINGS: Be sure to check Course Documents for each Learning Module and do any assigned reading as listed.

ANNOUNCEMENTS: The instructor makes heavy use of the “Announcements” feature of Blackboard. Please check it often.

TEXTBOOK CHAPTERS: Certain chapters of the Vornberg text are not critical to this course, since their topics are covered in other
UST graduate level courses that are part of the certification program. Chapters that are not covered are 3, 4, 6, 7, 9, 13, 21, 29.

Blackboard Tips
1. Check Announcements frequently.
2. Refer to the syllabus and Course Calendar often.
3. Much important information is found in Course Documents and in Course Information.
4. The midterm and final will be taken online in Blackboard and will be timed, open book, open notes tests.
5. Assignments will be turned into the Assignment Folder specifically labeled for that learning module. Do not use numerals or symbols when you name the assignment.
6. The Grading Center feature of Blackboard will keep you up to date on your grades.

Course Outline

Week 1—Orientation and Introduction Module (No Later Than [NLT] January 23)

1. Complete orientation assignments.
2. Discussion – Introduce yourself
3. Orientation Quiz

Week 2—Learning Module 1 (NLT January 30)

1. Read the Vornberg Text including Chapters 1, 2, 5 on the Structure of Texas Education and Read Vornberg Text including Chapter 19 on Campus Leadership in Texas and review the power points and do readings.
2. Read and review the Kowalski text case study entitled, “Who Should Create the School Vision” on pages 7-13 of the book and answer Discussion Board One related to this particular case on Blackboard.

Week 3—Learning Module 2 (NLT February 6)

1. Read the Vornberg Text including Chapters 17 & 28 and review the power points and do readings.
2. Read and review the Kowalski text case study entitled, “Is the Devil teaching Spelling” on pages 149-155 of the book and answer Discussion Board Two related to this particular case on Blackboard.
3. Short Paper 1- Involving Parents and Community

Week 4—Learning Module 3 (NLT Feb 13)

1. Read the Vornberg Text including Chapters 8 & 11 and review the power points and do readings.
2. Short Paper 2- Professional Organization Summaries
Week 5—Learning Module 4 (NLT February 20)
1. Read the Vornberg Text including Chapter 10 and review the power points and do readings.
2. Read and review the Kowalski text case study entitled, “A Disillusioned Assistant Principal” on pages 121-126 of the book and answer Discussion Board Three related to this particular case on Blackboard.
3. Short Paper 3—Assistant Principal Opening Interview Questions

Week 6—Learning Module 5 (NLT February 27)
1. Short Paper 4—Time Management
2. Read the Vornberg Text including Chapters 25, 26 & 27, review power points and do readings.
3. Note: Be aware that Short Paper 6 and The Assistant Principal Interview will be due in several weeks.

Week 7—Learning Module 6 (NLT March 6)
1. Short paper 5—Documentation Exercise
2. Read the Vornberg Text including Chapter 22 & 24 and review power points and do readings.
3. Study for Midterm, which covers Chapters 1, 2, 5, 8, 10, 11, 17, 25, 26, 27, 28 plus power points and readings.

Week 8—Learning Module 7 (Between March 8 and March 13)
Students will take the midterm on Blackboard in one, two hour and 45 minute sitting anytime within a three day window from Friday through Sunday of this week. Information about the midterm and the midterm itself is found in Course Documents of Blackboard.

Spring Break (March 16-20)

Week 9—Learning Module 8 (NLT March 27)
1. Read the Vornberg Text including Chapter 20 and review power points and do readings.
2. Read and review the Kowalski text case study entitled, “Sally’s Socialization” on pages 57-63 of the book and answer Discussion Board Four related to this particular case on Blackboard.
3. Short Paper 6—Special Education Student Study

Week 10—Learning Module 9 (NLT April 3)

1. Assistant Principal Interview Paper is due.
2. Read the Vornberg Text including Chapter 12 review power points and do the readings.
3. Note: be aware that the Principal Interview Paper is due in several weeks.

Week 11—Learning Module 10 (NLT April 10)

1. Read the Vornberg Text including Chapter 23 review power points and do readings.
2. Read and review the Kowalski text case study entitled, “A Bully’s Threat” on pages 15-22 of the book and answer Discussion Board Five related to this particular case on Blackboard.
3. Short Paper 7—Response to Intervention

Week 12—Learning Module 11 (NLT April 17)

1. Read the Vornberg Text including Chapter 14 review power points and do readings.
2. Read and review the Kowalski text case study entitled, “Appropriate Punishment Versus Political Expediency” on pages 107-112 of the book and answer Discussion Board Six related to this particular case on Blackboard.
3. Short Paper 8—Resource Acquisition

Week 13—Learning Module 12 (NLT April 24)

1. Principal Interview Paper is due.
2. Read Vornberg including Chapter 18 and review power points and do readings.
3. Begin study for Final, which covers Chapters 12, 14, 15, 16, 18, 20 and 23 plus power points and readings.

Week 14—Learning Module 13 (NLT May 1)

1. Read Vornberg including Chapter 15 and 16 and review power points and do readings.
2. Read and review the Kowalski text case study entitled, “the Passive Principal” on pages 113-119 of the book and answer Discussion Board Seven related to this particular case on Blackboard.
3. Study for Final

**Week 15—Learning Module 14 (Between May 3 and May 8)**

Students will take the final exam on Blackboard in one two hour and 45 minute sitting between Friday and Sunday of this week. Information about the final and the final itself is found in Course Documents in Blackboard.

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<th><strong>Student Accommodations</strong></th>
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<td>If you have a documented disability that may impact your performance in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center, 713.525.6953 or 3162.</td>
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| **Academic Integrity** | Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper or project, reference your information, websites, books, etc. that is not your own. |

| **Use of personal technology devices** | (Set by instructor) |
| **Use of UST Email Accounts** | All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements. |