School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC 5392</td>
</tr>
<tr>
<td>Title</td>
<td>The Principalship</td>
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<tr>
<td>Section</td>
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<tr>
<td>Name</td>
<td>Brian Malechuk, Ed.D.</td>
</tr>
<tr>
<td>Telephone</td>
<td>713-907-3929</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:malechb@stthom.edu">malechb@stthom.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>M-F 4:00 to 8:00 Weekends: Will respond within 24 hours to phone or email</td>
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<thead>
<tr>
<th>Prerequisites</th>
<th>Recommendation of faculty advisor</th>
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<tbody>
<tr>
<td></td>
<td><em>Kowalski, T.J., Case Studies on Educational Administration, ISBN Number 978-0-13-707130-2</em></td>
</tr>
<tr>
<td>Other Readings in Course</td>
<td>Other readings are assigned and are found in the modules and Course Reading tab. Students are responsible for all readings; questions from readings may appear on tests.</td>
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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: Late work usually results in zeros. 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. 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

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)**

**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.

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.

- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

**Major Assignments**
❖ **Two examinations will be given.** The midterm and final will include true/false, 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.

❖ **Short Paper Requirements:** Four (4) 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.

❖ **Discussion Board Participation:** Students will participate in seven Discussion Boards. Small groups of three to five students will be formed for discussions. Each Discussion Board will be worth 2% of the final grade, for 14% total. Directions for Discussion Board participation are found in Course Information and the topics for each discussion are listed in Discussion Board in Blackboard.

❖ **Interview:** An in-depth interview with a principal or an assistant principal with an accompanying paper is required. Directions are in Course Information in Blackboard.
Major assignments, due dates, and percentages of course grade

1. Discussion Boards (18%)
2. Short Paper 1 (10%) – due September 4, 2016
3. Short Paper 2 (10%) – due September 18, 2016
4. Short Paper 3 (10%) – due October 2, 2016
5. Short Paper 4 (10%) – due November 13, 2016
6. Principal or Assistant Principal Interview (10%) – due October 23, 2016
7. Principalship synthesis Podcast (5%) – due December 5, 2016
8. Tests (Midterm and Final) (20%) - Midterm due 10-9-16 Final 12-5-16
9. Participation in Group Wikis (5%)
10. Assignment (2%)

Details about each assignment are provided below, after the Course Schedule.

Assignments must be submitted to the instructor in Blackboard before 11 p.m. on the due date. **Please name the file Lastname_Firstname_Title.** It is your responsibility to ensure that the instructor receives your documents. Five points per day will be deducted from any assignment turned in late.

All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, and double-spaced, and margins must be 1-inch. Please include your name, the date, and a title at the top of each written assignment.

**Discussion Board and Participation in Wikis**

Frequent visits to Blackboard are encouraged. You should log in at least 2-3 times a week to check Announcements, review Discussion Board feedback, etc. If you have not logged in at some point during the first week of class, you can be dropped from the class.

You are expected to participate in all class activities (including Discussion Board assignments and group wikis) in a professional manner. Any unprofessional behavior will result in zero credit for this portion of the grade.

If you miss one Discussion Board, you must speak with the instructor to discuss a plan for preventing future late work. More than one missed Discussion Board may result in administrative withdrawal from the class.

You are also expected to be punctual. More than one late Discussion Board response will result in zero credit for participation for the late Discussion Board.

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<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88 - 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 - 87</td>
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</tbody>
</table>
B-   2.7   80 - 82
C+   2.3   78 - 79
C    2.0   73 - 77
C-   1.7   70 - 72
D+   1.3   68 - 69
D    1.0   63 - 67
F    0.0   Below 67

SUGGESTION: Pay close attention to when the interview is 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 or are not relevant to this program.
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 Module August 22nd to August 28, 2016

1. Discussion – Introduce yourself
2. Orientation Quiz (as needed)

Week 1—Learning Module 1-August 22nd to August 28, 2016

1. Vornberg, read Chapters 1, 2 and 9
2. Kowalski, read text case study entitled, “Who Should Create the School Vision”
3. Review Lecture
4. Complete Discussion Board 1
5. Familiarize yourself with the TEC website
6. Complete Reflective Journal 1

Week 2—Learning Module 2-August 29th to September 4, 2016

1. Vornberg, read Chapter 13 (Effective School Communication and Public Relations)
2. Kowalski, read text case study entitled, “Is the Devil teaching Spelling”
3. Review Lecture
4. Complete and submit Short Paper 1 (Involving Parents and Community in Schools)
5. Complete Discussion Board 2
6. Complete Reflective Journal 2
Week 3—Learning Module 3—September 5-11, 2016
1. Vornberg, read Chapter 4 (Educational Leadership Is Not an Accident)
2. Review Lecture
3. Read How do Principals Really Improve Schools? (access via UST Library)
4. Respond in group wiki
5. Complete Reflective Journal 3

Week 4—Learning Module 4—September 12-18, 2016
1. Access and read, Leadership Matters
2. Review Lecture
3. Kowalski, Read and review the case study entitled, “A Disillusioned Assistant Principal” and respond within a small group Discussion Board
4. Complete and submit Short Paper 2 (Professional Organization Summaries)
5. Complete Reflective Journal 4

Week 5—Learning Module 5—September 19-25, 2016
1. Vornberg, read Chapter 20 (Leveling the Playing Field for Disadvantaged Students)
2. Review Lecture
3. Participate in Group Wiki on Equitable Education
4. Complete Reflective Journal 5

Week 6—Learning Module 6—September 26 to October 2, 2016
1. Vornberg, read Chapter 19 (Educating a Diverse Student Population in the Era of Accountability)
2. Review Lecture
3. Complete and submit Short Paper 3: Response to Intervention
4. Complete Reflective Journal 6

Week 7—Learning Module 7—October 3-9, 2016
1. Complete the midterm exam online
2. The midterm will cover chapters 1, 2, 3, 4, 9, 13, 19, and 20. Kowalski: Chapter 7 and 12 will be an essay question

Week 8—Learning Module 8—October 10-16, 2016
1. Review Lecture
2. Review presentation on History of Special Education
3. Access TEA Special Education Rules and Regulations site
4. Read Effective Leadership Makes Schools Truly Inclusive
5. Kowalski, Read and review the case study entitled, “Sally’s Socialization” and answer Discussion Board 4.
6. Complete Reflective Journal 7

Week 9—Learning Module 9-October 17-23, 2016

1. Read The School Principal as Leader: Guiding Schools to Better Teaching and Learning
2. Review the LearningFoward site, The Principal Story Learning Guide and review the videos
3. Read Why Professional Development Matters
4. Review Lecture
5. Using the module reading material, submit the assignment, The Principal as Leader
6. Complete and submit Principal or Assistant Principal Interview in the assignment folder
7. Complete Reflective Journal 8

Week 10—Learning Module 10-October 24-30, 2016

1. Vornberg, read Chapter 3 (Racial and Ethnic Groups in Texas)
2. Review Lecture
3. Access slide show
4. Review the CDC website
5. Briefly discuss Whole School, Whole Community, Whole Child (WSCC) A collaborative approach to learning and health
6. Read and review the case study entitled, "A Bully's Threat" and participate in Discussion Board 5
7. Complete Reflective Journal 9

Week 11—Learning Module 11-October 31 to November 6, 2016

1. Vornberg, read Chapter 5 (Ethics and School Administration)
2. Kowalski, read text case study entitled, “Appropriate Punishment Versus Political Expediency”
3. Review Lecture
4. Complete Discussion Board
5. Complete Reflective Journal 10

Week 12—Learning Module 12- November 7-13, 2016

1. Vornberg, read Chapter 10 (Curriculum, Instruction, and Assessment)
2. Review Lecture
3. Submit Short Paper 4: Time Management
4. Complete Reflective Journal 11
Week 13—Learning Module 13-November 14-20, 2016

1. Vornberg, read Chapter 12 (The Principal and Human Resources, Budgeting and Facilities)
   1. Review Lecture
   2. Kowalski, read text case study entitled, “The Passive Principal”
   3. Complete Discussion Board
   4. Complete posttest principal survey
   5. Complete Final Reflective Journal

Week 14—Learning Module 14-November 21 to December 5, 2016

1. Complete a podcast synthesizing the things learned in the course.
2. Students will take the final exam on Blackboard in one two hour and 45 minute sitting of this week.

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<tr>
<th>Student Accommodations</th>
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<td>In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to ensure access to full participation by students with disabilities, the student must inform the instructor of any disability or needed accommodations.</td>
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The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the instructor within the first two weeks of class. Students must also contact the Office of Counseling and Disability Services (2nd floor of Crooker Center) by calling Dr. Rose Signorello at 713-525-3162 or Ms. Debbie Jones at 713-525-6953; the Office is open 8-5 Monday through Friday.

The accommodations will become official when the instructor receives official, written notification from the officer in charge of ADA compliance. Students should contact the instructor immediately if new needs arise. All information will be confidential.

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<tr>
<th>Professional Standards of Behavior for Students and Faculty</th>
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| Academic integrity | Master’s-level students in the School of Education demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course.  

**Plagiarism** involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism.

Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed, you should seek input from the instructor. |
| Technology Requirements and Guidelines | This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.firefox.com](http://www.firefox.com) or [www.google.com/chrome](http://www.google.com/chrome).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu).

Additional information about technology requirements, skills, and Netiquette can be found on the Start Here! page in Blackboard. |
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<tr>
<th><strong>Use of UST email accounts</strong></th>
<th>You are encouraged to use your UST email account. The instructor may send messages through BlackBoard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails).</th>
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<tr>
<td><strong>Instructor availability</strong></td>
<td>The instructor will be available for consultation during office hours and during scheduled appointments. It is strongly recommended you not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation time can be spent effectively.</td>
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<tr>
<td><strong>Language diversity</strong></td>
<td>The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals.</td>
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