Texas A & M University – Texarkana
The Principalship for Campus and Community
EDAD 580.01E
Campus

I. Basic Information

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Course Title: The Principalship for Campus and Community
Credit Hours: 3
Dates: CLASS MEETS FACE TO FACE ON THE FOLLOWING DATES:
       9/15, 10/6, 10/27, 11/17, and 12/8
Prerequisites: None (It is recommended that this course be taken in the last 1/3 of your program).

Course Description: The Principalship. This course is a study of the roles and responsibilities of the principal in the elementary, middle and secondary schools. Attention will be given to the leadership roles of the principal in relationship to the organizational culture, school wide improvement, curriculum development, supervision and evaluation of instruction, pupil management, staff development and school/community relations. Successful school leaders also understand the dynamics of working in diverse and multicultural settings

Rationale: Reflective approaches related to the application of the requisite knowledge and skills of leadership needed to appropriately impact or alter the culture of a campus within the context of community that will result in goal oriented student success. A principal is often a
representative of the campus to the community and a point of contact for many social service agencies, the business community, and parents. It is imperative that school administrators have the skills to build bridges between the school, community, and the media in order to enhance services and opportunities for all students.

II. Required and Supplementary Resources:

A. Required Texts:


ISBN: 9781416602279

B. Supplementary Texts. Note: Students may select any one of the books listed below for their presentation book. Note: ISBN numbers are added for your convenience only.


Hall, G. and Hord, S


C. Supplementary Materials: Books


C. Supplementary Materials: Periodicals

*The School Administrator*, American Association of School Administrators (AASA).


*The Middle School*, National Middle School Association (NMSA).


*The Principal*, National Association of Elementary School Principals (NAESP).

*The Kappan*, Phi Delta Kappa (PDK).
Educational Leadership. Association of Supervision and Curriculum Development (ASCD).
The Clearinghouse. The Executive Educator.

III. Major Course Objectives:
The student will be able-

- To formalize a “true north” guidance system that serves as an initial Leadership Platform (I.003.1, 5, and 9).
- To understand and apply the leadership concepts related to organizational and community culture and its relationship effective campus and community relations (I.001.3, I.001.9, I.001.10)
- To develop the ability to effectively communicate with all publics within the context of the campus and community culture through the assessment of the strengths, weaknesses, threats and opportunities associated the implementation of cultural understandings and appreciation of the diverse culture of the school setting. (I.001.4, I.001.11, I.002.1, I.002.3, I.002.4, I.002.5, I.002.9, I.003.7, II.007.5)
- To understand research-based effective strategies for engaging parents and the community in the education of children (I.001.2, I.001.4)
- To formalize your approach to solving problems, making decisions, and resolving conflicts in the practice of the Principalship (I.001.6, I.001.7, I.002.2; II.007.3)
- To develop and refine a leadership behavioral system that conforms to appropriate legal and ethical standards and leads the principal to the fair, just, and equitable behavior expected and deserved by those with whom they associate (I.001.10, I.002.6, I.002.7, I.002.8)
- To formally develop critical elements of your Leadership Gameplan (A “conceptual umbrella” that requires the student to incorporate SBEC elements in both direct instruction and reinforcement descriptors in one formal document). This work is expected to include the critical elements of ILD and PDAS (I.001.10II.005.7, II.005.11)

Note: The objectives of the course include the SBEC competencies and proficiencies as specified in the TExES Principal Preparation Manual that may be reviewed at http://www.texas.ets.org/ and http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_82762_web.pdf
The specific objectives related to the objectives of the course are provided in an attached document.

IV. Schedule of Classes

The schedule is as presented on the schedule of classes document found under “Current Schedule” on TAMU-T Homepage.

NOTE: The professor retains the prerogative of changing this syllabus as necessary during the course and will notify students accordingly.

V. Evaluation

1. Course Requirements and Assignments.

- **Exams:** The mid-term and final exams are in the objective format and are worth 75 points each. **Total of 150 points of final grade.** These questions are written in the TExES question formats.
- **Leadership Platform:** This document will contain the aspiring leader’s personal/professional statements of mission, vision, and core beliefs (philosophy, etc.). The document will conform to writing guidelines for the course. **This assignment is worth 50 points of course grade and must be included as an appendix in the Gameplan paper.**
- **Book Review of Marzano, R.J., Waters, T., & McNulty, B.A. (2005) supplemental text.** This assignment is worth 100 points and should be submitted as per syllabus and assignment tab. The format for this assignment is available as an attachment on the course web site.

- **Leadership Gameplan Research Paper (200 total points of the course grade)**

Part 1: Technical Guidelines

- The project must be of graduate level quality i.e. it is based on your research.
- It should be **logically consistent, well-organized, clear, concise** (yet thorough), and **technically correct.**
- There must be a minimum of eight (8) references and comments from at least two (2) campus leaders you have interviewed. It is expected that the number of references not exceed fifteen (15)/
- The length or number of pages should be determined through the application of the law of parsimony and still meet the requirements listed
above. You will write a paper for each of the seven elements for the Gameplan as we move through the course (2-4) pages per topic. You will submit these to the assignment tab throughout the course. The culminating task is to compose a title page, an abstract, an introduction, body of work, conclusion, and reference page. Note: the reference page will have all the authors you listed on each of the seven topics.

- The text is double-spaced.
- Font size of 12 and style preferred is for Times New Roman or Arial
- The writing guide TAMU-T and I require is the APA 6th ed. version.

Part 2: Conceptual Guidelines for the Gameplan

The leadership topics studied this semester will be discussed in the body of your paper i.e. Leadership, Culture/Climate, Change, Conflict Management, Decision Making, Communication, and Motivation

Your “Leadership Platform” (vision, mission, and philosophy statements) will be submitted under the appropriate assignment tab.

- Your field based component is an interview with two campus leaders regarding their view related to any or all of the leadership elements they have developed and are appropriate for inclusion in your paper e.g. This component is worth 50 points your total grade (the interview transcripts will be included in the paper as an appendix and there will be at least one reference to each of the principals interviewed in the text of your paper (25 points) as per APA guidelines. Students ask what they should ask in the interviews; you may consider the following ideas:

  - What worked? What would they continue to do?
  - What didn’t? What would they do differently?
  - What was their greatest success?
  - What was their biggest failure?
  - How has their view changed from the original version?
  - What would they say should be prepared to do?

- The document you develop must conform to existing or proposed legal and ethical standards, exhibit cultural sensitivity, and be an extension of your philosophy, vision, and mission as developed throughout the course. The paper is worth 200 points

- Part 3: Format comments.
The following format is required and is consistent with the APA Manual of Style.

- Title Page
- Abstract
- Introduction
  - Develop the background
  - State the purpose and rationale
- The Body that specifies and explains your Gameplan on the required topics.
- Summary Discussion
- List of References
- Appendices:
  - Appendix A: Administrative interviews, etc.
  - Appendix B: Leadership Style documents (if any)

1. **Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

   *Note: The computed figure is rounded up to the next highest whole number if the tenth’s place value is 5 or greater. It is rounded down if it is not.*

2. **Attendance**

   Students are expected to be present at all class meetings. If for some reason a student is unable to attend a session, a call to the professor before class is advised. An outside assignment may be made for each class missed. **For those who must miss, the following process will be used. An assignment related to the topic of the class missed will be assigned. The first missed class will require that a PAR be prepared and turned in on or before the next class following the absence. Subsequent absences are discouraged.**

   Punctuality is also expected and desired behavior for all who enter the administrative program with the intent of being campus leaders.

3. **Writing Activities**

   All written work shall be typed or computer printed in a print or font that is easy to read. Written work shall be scored for content, spelling, correctness of grammar, style and syntax, proper crediting of sources and overall appearance. Additionally, work should show a proper degree of originality, creativity, and
effective presentation. All work is expected to be handed in on time (failure to comply may result in point reduction) and conform to APA Writing Style Guidelines.

4. Late work

All work shall be handed in on time if no prior arrangement is made by the student with the professor. For each day missed a deduction of 10% is assessed the score for that assignment.

5. Academic Honesty

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of “F” in the course and/or disciplinary action. The student is responsible for reading and understanding the University Policy on Academic Integrity.

“What is plagiarism?

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize” means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.” (TurnItIn Website)

6. Disability Accommodations

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062
7. Technology Component

A. E-mail. Students subscribe to a list-serve that permits communication by any of those in the loop.
B. Research is conducted either on-site or electronically. This is facilitated by a procedures document prepared by the TAMU-T library staff.
C. The instructor uses power point presentations routinely and students are expected to use this software for their presentations.
D. Submission of written documents to Turn It In.

8. Texas A&M-Texarkana email account:

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

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