



**TEXAS A&M UNIVERSITY – TEXARKANA**  
**DEPARTMENT OF EDUCATION ADMINISTRATION**  
**EDAD 580**  
**THE PRINCIPALSHIP FOR CAMPUS AND**  
**COMMUNITY**

**Fall 2015**

**Professor:** Amy Burkman, Ed.D.  
**Office:**  
**Email:** [amy.burkman@tamut.edu](mailto:amy.burkman@tamut.edu)  
**Office phone:**  
**Cell phone:** 817-401-3473

**I. Course Number:** **EDAD 580**  
**II. Course Title:** **The Principalsip for Campus & Community**  
**III. Semester Credit Hours:** **3**

**TK20 STATEMENT**

All students seeking certification through any A&M-Texarkana program are required to submit a TK20 application. This application is in addition to the application for admission to the university and any requirements for the Graduate Studies program. The TK20 application is free of charge and is located in the Admissions tab. Students must select either “Admission to the Superintendent Preparation Program” or “Application for Admission to Professional Certificate Programs.” Students who do not apply to the certificate program cannot be approved to take the TExES exam or be recommended for

certification. If you have any questions, please contact Katheryn Hartshorn, A&M-  
Texarkana Certification Officer, at 903-223-3048 or at [Katheryn.hartshorn@tamut.edu](mailto:Katheryn.hartshorn@tamut.edu).  
Applications for admission to the certificate programs are submitted through TK20 at  
<https://tamut.tk20.com>.

## **EDUCATOR STANDARDS**

### **Chapter 149. Commissioners Rules Concerning Educator Standards**

#### **Subchapter BB. Administrator Standards §149.2001**

##### **(a) Purpose.**

The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

##### **(b) Standards.**

###### ***(1) Standard 1***

Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

###### ***(2) Standard 2***

Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

###### ***(3) Standard 3***

Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning [personal responsibility for improving student outcomes].

###### ***(4) Standard 4***

School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

###### ***(5) Standard 5***

Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

## **IV. COURSE DESCRIPTION**

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.

**Course 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 often serves as the campus representative 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.

**V. COURSE DELIVERY METHOD**

This course is web-enhanced will meet in five (5) sessions throughout the semester. The five face-to-face or collaborate sessions are 4.5 hours long which is the minimum time required for a class to meet in this delivery modality. The remainders of the class requirements are conducted electronically using Blackboard and other various tools.

- Place: Online Synchronous Web meeting Sessions/Campus Meetings
- Day: As provided in TAMUT schedule and Blackboard
- Dates: TBD
- Time: 4:30-9:00

**VI. REQUIRED TEXTBOOKS/RESOURCES**

**A. Required Texts:**

- Gorton, R.A. & Alston, J.A. (2012). *School leadership and administration: Important concepts, case studies, & simulations* (9<sup>th</sup> ed.). Boston, MA: McGraw-Hill.
- American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**B. Supplementary Texts.**

- Wilmore, E. (2004). *Principal Induction*. Corwin.
- LibGuide (Library Resources)

**VII. STUDENT LEARNING OBJECTIVES**

**Curriculum Alignment Student Learning Outcomes**

*Student Learning Outcomes:* Upon completion of the Master of Education in Education Leadership and potential certification as a principal, students will be expected to demonstrate proficiency in the nine TExES Principal Competencies. Specifically, students in this course will:

|   | <b>Assignment Alignment</b> | <b>Other Alignment</b> |
|---|-----------------------------|------------------------|
| create a professional vision that reflects an understanding of the role of a principal in today’s schools | Leadership Platform         | Blackboard discussions |
| critique topics crucial to campus based leadership in the context of personal                             | Simulations/Case Study      | Blackboard discussions |

|   |                        |                        |
|---|------------------------|------------------------|
| learning in this course.  |                        |                        |
| assess current leadership research and educational applications of said research. | Simulations/Case Study | Blackboard discussions |
| analyze current practices in educational leadership.                              | Simulations/Case Study | Blackboard discussions |
| Create a social media philosophy and integration plan                             | Social Media Project   | Blackboard discussions |

## VIII. COURSE OUTLINE

The course outline is delineated on the course Blackboard website. It contains required meetings, face-to-face or collaborate, assignments, and due dates related to the course requirements. It is available on the first day of the semester.

| <b>Dates/Platform</b>       | <b>Readings</b> | <b>Discussions</b>  | <b>Assignments</b>  |
|-----------------------------|-----------------|---|---|
| August 24<br>UC232<br>4:30  | Syllabus        | Course Overview<br><br>Instructions for Posting<br>Leadership Platform  | Complete:<br>Leadership<br>Platform<br><br>Due Sunday,<br>Aug. 30<br>(midnight) |
| Aug. 31-Sept. 6<br>Online   | Chapter 1-Text  | What are the most important elements of leadership you identified from this week's readings? Support your selection with citations from the text and through personal reflections. Respond to at least three peers. | None  |
| Sept. 7-Sept. 13<br>Online  | Chapter 2-Text  | Select your favorite decision-making model from the readings and identify your strengths and weaknesses related to that model. Respond to at least three peers.   | None  |
| Sept. 14-Sept. 20<br>Online | Chapter 3-Text  | Find one peer-reviewed journal article on gender and leadership. Post your summary/response to the article and attach a copy of the article. Read and respond to at least two peer articles.                        | Find one peer-reviewed journal article on gender and leadership.                |

|                             |                                       |   |   |
|-----------------------------|---------------------------------------|---|---|
| Sept. 21-Sept. 27<br>Online | Chapter 4-Text                        | What are the biggest barriers to communication in the school? Support your thoughts with resources. Respond to at least three peer posts on barriers for suggestions on addressing the barriers. (Support with resources) |   |
| Sept. 28<br>“Live” Meeting  | Chapter 5-Text                        | Be prepared to discuss conflict management.   | None  |
| Oct. 5-Oct. 11<br>Online    | Chapter 6-Text                        | Find the most recent culture/climate survey for your campus/district. Discuss how your campus/district survey relates to the week’s readings.   | Find the most recent culture/climate survey for your campus/district. |
| Oct. 12-Oct. 18<br>Online   | Chapter 7-Text                        | What major changes have happened on your campus in the past two years? How were these changes implemented and what does the book say about that implementation style?   |   |
| Oct. 19<br>“Live”           | None                                  | In class  | In-Class Activity (Simulation/Case Study)                             |
| Oct. 26-Nov. 1<br>Online    | Social Media Readings (In Blackboard) | What is the role of social media in campus communication?   | Social Media Project Assigned   |
| Nov. 2-Nov. 8<br>Online     | Social Media Readings (In Blackboard) | How will your social media project enhance campus communication?  | Social Media Project Due Nov. 8 at midnight                           |
| Nov. 9<br>“Live”            | None                                  | In class  | In-Class Activity (Simulation/Case Study)                             |
| Nov. 16-Nov. 22<br>Online   | Review of Leadership Platform         | Review Leadership Platforms (self and peers) and respond to prompt.   | None  |
| Nov. 30<br>“Live”           | None                                  | In class  | In-Class Activity (Simulation/Case Study)                             |
| Dec. 7-Dec. 9               | None                                  | Final Reflection  | None  |

All discussion questions are subject to change based on class discussion, current events and instructor preference. The discussions listed above are examples only.

*Assignment Descriptions are located at the end of the document.*

## **IX. METHODS OF EVALUATION**

| <b>ASSIGNMENTS</b>                      | <b>POINT VALUE</b> |
|---|--------------------|
| • <b>Leadership Platform</b>            | <b>25</b>          |
| • <b>Simulations &amp; Case Studies</b> | <b>275</b>         |
| • <b>Social Media Project</b>           | <b>60</b>          |
| • <b>Participation/Attendance</b>       | <b>140</b>         |

### **ATTENDANCE**

Attendance is required for all class sessions. Students are responsible for letting the professor know when he/she is unable to attend class...in advance when possible. Absences will be excused at the discretion of the professor. Participation in discussions online for weeks where class is online will count as attendance and will not be accepted late.

#### **Leadership Platform**

Candidates will create a video introducing themselves as new/potential administrators. The video should be approximately 5 minutes in length and should include a vision of/definition of the role of school principals. This video will be uploaded to Blackboard.

#### **Simulations & Case Studies**

There will be various simulations and case studies from the book assigned to students to apply concepts learned from the readings and discussions.

#### **Social Media Project**

Each student will prepare a social media project. The student may choose a social media tool with which to create a communication plan to include family and community. The communication plan will be written and the student will create the social media activities to be used.

#### **Participation**

Participation in Blackboard discussions are considered attendance for online weeks. No credit will be given for late posts.

ALL assignments must be typed/turned in or presented on time. **Work not turned in when due will have a 5% PER DAY deduction with no late work accepted after one week.**

## EDAD WRITING STANDARDS RUBRIC

|                                      | 5  | 4   | 3   | 2  | 1  |
|--------------------------------------|--|---|---|--|--|
| <b>Assignment Requirements</b>       | Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material from the perspective of an administrator.                                | Addresses each aspect of the assignment from the perspective of an administrator.   | Addresses the appropriate topic and partially fulfills assignment requirements from the perspective of an administrator.  | Addresses the appropriate topic, but omits most or all of the assignment requirements from the perspective of an administrator.                              | Off topic or vaguely addresses the topic or does not address the issue from the perspective of an administrator.               |
| <b>Quality of Evidence</b>           | Provides details that help develop each element of the text and provide supporting statements, evidence or examples necessary to explain or persuade effectively from the perspective of an administrator. | Provides details that support the elements of the text with sufficient clarity, depth and accuracy from the perspective of an administrator.. | Provides details that are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy from the perspective of an administrator. | Provides details that are loosely related to the elements of the text, but are lacking clarity, depth and accuracy from the perspective of an administrator. | Provides details that do not develop the elements of the text or do not develop them from the perspective of an administrator. |
| <b>Quantity of Evidence</b>          | All points are supported by a sufficient number of details from the perspective of an administrator.   | All points are developed, but some may need additional details from the perspective of an administrator.                                      | Additional details are needed to develop some points from the perspective of an administrator.  | Additional details are needed to develop most points from the perspective of an administrator.   | Virtually no details are present from the perspective of an administrator.   |
| <b>Grammar and Mechanics and APA</b> | Sentences are grammatically and mechanically correct. Correct use of APA   | Some grammatical, mechanical, and APA errors exist, but do not affect readability.  | A limited variety of grammatical, mechanical and APA errors exist.  | A variety of grammatical and APA errors appear throughout the text possibly affecting readability.   | Most sentences exhibit multiple APA, grammatical and mechanical errors, obstructing meaning.                                   |

## X. GRADING SCALE

- 90 – 100      A
- 80 – 89      B
- 70 – 79      C
- 65 – 69      D
- Below 59%    F

**Constantly arriving late or leaving class early will deduct a minimum of five pts. off of semester's participation.**

**Letter grade subtracted from any assignment or test not completed on time, unless professor accepts explanation &/or makeup**

## XI. LIBRARY RESOURCES

- See *Required and Supplementary Resources (VI)*

## XII. STUDENT PARTICIPATION

### a. Participation Policy

- Place: Online Synchronous Web meeting Sessions
- Day: As provided in TAMUT schedule and Blackboard
- Dates:
- Time:
  - Attend class as determined by university calendar & course activities. Notify in advance if to be absent.
  - Participate in class discussions and comprehension activities as assigned
  - Present research reports on course topics
  - Complete professional readings on current issues
  - Complete assignments to demonstrate proficiency in the TExES competencies.
  - Students absent one period: required to DEMONSTRATE concepts missed, or average lowered by one grade

### b. Course Etiquette:

Students are expected to be professional while interacting online with the instructor and/or other classmates. Derogatory, rude, or offensive conduct will not be tolerated. This kind of behavior can result in failure of the course.

### c. Discussion Board Standards

Questions will be posted on Blackboard regarding instructional leadership after each class meeting. Each student is responsible for posting an original thread and required to comment on the post of two other class members. Students will have one week per

Discussion Board to complete this activity and can receive up to 10 points per discussion question towards their final semester grade.

### **XIII. DISABILITY ACCOMMODATIONS**

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

### **XIV. ACADEMIC INTEGRITY**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and 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 actions.

#### ***a. CHEATING***

All written work submitted for a grade in this course must be the product of your own composition. Papers and assignments written by previous students in the class can be tracked, and use of them by another student is considered cheating. Ideas generated due to reading and group discussion may provide the inspiration for your work but should not be the sole ideas represented. With collaborative projects, of course, ideas should be representative of the group's work.

#### ***b. PLAGIARISM***

The act of presenting as your own work another individual's ideas, words, data, or research material. The concept applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged; at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. The only exception to this requirement would involve what is familiar and commonly held (e.g. the fact that the earth is round).

### **XV. A&M-TEXARKANA EMAIL ADDRESS**

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.

### **XVI. DROP POLICY**

To drop this course after the census date, a student must complete the Drop/Withdrawal Request Form, located on the University website (<http://tamut.edu/Student-Support/Registrar/Dropping.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email [Registrar@tamut.edu](mailto:Registrar@tamut.edu), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

## **XVII. CLASS PARTICIPATION**

Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

## **XVIII. STUDENT TECHNICAL ASSISTANCE**

- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)

Julia Allen (main contact) 903-223-3154 [julia.allen@tamut.edu](mailto:julia.allen@tamut.edu)

Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)

Jayson Ferguson (alternate) 903-223-3105 [jayson.ferguson@tamut.edu](mailto:jayson.ferguson@tamut.edu)

## **XVIII. TECHNICAL REQUIREMENTS**

### **Minimum Windows PC Requirements:**

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)

- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0\_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

#### **Minimum Apple Macintosh Requirements:**

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.

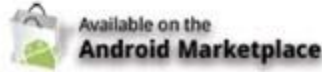
Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

#### **I-OS and Android Devices**

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



To access Texas A&M University - Texarkana, there is an individual license fee of \$1.99 per year or \$5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

*The Professor reserves the right to make changes to assignments, class schedule or syllabus*

## **Assignment One: Leadership Platform**

### **Worth 25 points**

This video will contain the aspiring leader's personal/professional statement of mission, vision, and core beliefs (philosophy, etc). You are required to upload this to Blackboard. Instructions for uploading will be found in the discussion board for Week 1.

## **Assignment Two: Leadership Platform**