

**WAYLAND BAPTIST UNIVERSITY  
SCHOOL OF EDUCATION  
VIRTUAL CAMPUS**

**Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE NUMBER AND TITLE:** EDAD 5335, The Principalship

**TERM AND DATES:** Winter 2017-18, November 13, 2017 – February 17, 2018.

**ROOM:** Not applicable. This course is delivered in online, asynchronous format.

**LEAD LEARNER:** Nelson Coulter, Ed. D.

**PHONE NUMBER:** (806) 340-0123. Written communications should occur via WBU email.

**E-MAIL ADDRESS:** [nelson.coulter@wayland.wbu.edu](mailto:nelson.coulter@wayland.wbu.edu)

**OFFICE HOURS:** Not applicable.

**COURSE DESCRIPTION:**

Students in this course will examine research and theory relative to the principalship. The course explores leadership theory, management systems, communications systems, attendance systems, financial stewardship, master scheduling, and other topics relevant to the principalship. Students will develop a clear understanding that *the business of school is learning* and that all relevant school systems must be anchored in that premise.

**PREREQUISITES:** Graduate standing.

**REQUIRED RESOURCE MATERIALS:**

- Robbins, P.M. & Alvy, H.B. (2014). The principal's companion: Strategies to lead schools for teacher and student success (4<sup>th</sup> Ed.). Thousand Oaks, CA: Corwin Press.
- Whitaker, T. (2012). What great principals do differently: Eighteen things that matter most (2<sup>nd</sup> Ed.). New York: Taylor and Francis.
- Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**COURSE COMPETENCIES and STANDARDS:**

**Course objectives and content are derived from the Educational Leadership Constituents Council (ELCC, 2011).**

- 1.0 – VISION:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
- 2.0 - LEARNING CULTURE AND PROCESSES:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
- 3.0 - SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the

welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

- 4.0 - COLLABORATION AND INCLUSIVENESS:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
- 5.0 - INTEGRITY, FAIRNESS, AND ETHICAL BEHAVIOR:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.
- 6.0 - CONTEXTUAL ASTUTENESS:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies
- 7.0 - INTERNSHIP:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

**EVALUATION:** Grades for courses shall be recorded by the symbols below: (Point totals for each letter grade MAY be modified, but grading system MUST be maintained.)

**UNIVERSITY GRADING SYSTEM:**

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

**CODING SYSTEM:**

Cr	for Credit
NCR	No Credit
I	Incomplete*
W	for withdrawal
WP	Withdrawal Passing
WF	Withdrawal Failing
X	No grade given
IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete (I) is changed if the work required is completed prior to the end of the next academic term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

\*\*For Graduate Policies check the Catalog.

**ATTENDANCE POLICY:**

- 1. Campus Attendance Policy:** The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. Excessive absence will result in being dropped from the course. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the provost/academic vice president.

2. **Punctuality:** Punctuality is expected. Tardiness in submissions carry grade reduction penalties.
3. **Absence Reporting:** Rationale for unavoidable absence should be emailed to Coulter, prior to the absence.

**ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty.

**PLAGIARISM:**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.”*

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

**CLASS FORMATTING AND WORKFLOW:** nc will open a weekly blog space each Monday, with prompts related to required reading, viewing, and learning tasks. Students are expected to respond to each prompt in the weekly blog space by midnight of the Sunday following the weekly blog launch. Student performance will be assessed against the rubrics shown below.

**COURSE REQUIREMENTS AND MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES (see rubrics below):**

Assignment and Assessment	Point value
<b>Weekly Learning Prompts (weeks 1-10):</b> Students will contribute in a substantive and informed way to all prompts posted by nc in the weekly class blog space, making their learning and thinking public. (Weeks 1-10 x 3 points per week)	<b>30</b>
<b>Weekly Video Analyses (weeks 1-10):</b> Students will enter reflections in response to nc blog prompts regarding video viewing assigned. (Weeks 1-10 x 3 points per week)	<b>30</b>
<b>Book Chapter Analyses (weeks 1-10):</b> Students will respond to chapter reading assignments from course texts in the weekly class blog space. (Weeks 1-10 x 3 points per week)	<b>30</b>
<b>Final Exam:</b> The final exam will be a comprehensive assessment of all topics covered in the course. Final exam responses will be submitted in the class blog space for Week 11.	<b>10</b>
<b>Total Points Possible for Course</b>	<b>100</b>

**COURSE GRADING CRITERIA:**

**Rubric for Weekly Learning Prompts**

3 Points	2 Points	1 Point	0 Points
The student contributes substantively to the discussion prompts, demonstrating informed insight and understanding of the topics discussed. Late submission carries a one-point penalty.	The student contributes adequately to the discussion prompts, demonstrating some insight and understanding of the topics discussed. Late submission carries a one-point penalty.	The student makes minimal or superficial contribution to the discussions of the topics/prompts. Late submission carries a one-point penalty.	Little or no contributions by the student.

**Rubric for Weekly Video Analyses**

3 Points	2 Points	1 Point	0 Points
The student makes substantive connections between the weekly assigned video and the leadership required in the principalship, evidenced by deep reflection and thoughtful commentary. Late submission carries a one-point penalty.	The student makes reasonably informed connections between the weekly assigned video and the leadership required in the principalship. Late submission carries a one-point penalty.	The student makes only shallow connections between the weekly assigned video and the leadership required in the principalship. Late submission carries a one-point penalty.	The student fails to make any connections between weekly assigned video and the leadership required in the principalship. Or, the student fails to make any entry whatsoever regarding the assigned video.

**Book Chapter Analyses for Weeks 1-10**

3 Points	2 Points	1 Points	0 Points
The student demonstrates deep understanding of the texts' content and applicability to leadership in the school setting. Late submission carries a one-point penalty.	The student demonstrates some understanding of the texts' content and applicability to leadership in the school setting. Late submission carries a one-point penalty.	The student demonstrates minimal understanding of the texts' content and applicability to leadership in the school setting. Late submission carries a one-point penalty.	There is little or no evidence that the student read the texts or understands their implications for school leadership. Or, the student fails to respond at all to prompts related to the texts.

**Rubric for Final Exam**

9-10 Points	7-8 Points	4-6 Points	1-3 Point3	0 Points
The student demonstrates a broad and deep understanding of school campus leadership constructs, and how he/she might effectively apply those in a school leadership role.	The student demonstrates significant understanding of school campus leadership constructs, and how he/she might effectively apply those in a school leadership role.	The student demonstrates some understanding of school campus leadership constructs, and how he/she might effectively apply those in a school leadership role.	The student demonstrates limited understanding of school campus leadership constructs, and how he/she might effectively apply those in a school leadership role.	Little or no evidence the student understands the school campus leadership constructs studied (or the student fails to take the exam).

**TENTATIVE COURSE SCHEDULE and CONTENT OUTLINE (meeting dates, times, and assignments)**

(This tentative course calendar may be modified by nc as the need arises.)

Date & Format	Topics/ Activities
<p>Week of Nov. 13, 2017 Week 1</p>	<p><b>Introductions</b>  <b>Syllabus Review</b>  <b>Chapters 1 &amp; 2: <i>The Principal's Companion</i> (Robbins &amp; Alvy)</b>  <b>Chapters 1 &amp; 2: <i>What Great Principals Do Differently</i> (Whitaker)</b>  <b>Video Analysis: Charles Duhigg – The Power of Habit</b>  <a href="https://www.youtube.com/watch?v=OMbsGBlpP30">https://www.youtube.com/watch?v=OMbsGBlpP30</a>  <b>Weekly Learning Tasks &amp; Connecting the ELCC Dots</b></p>
<p>Week of Nov. 20, 2017</p>	<p><b>NO EDAD 5335 Work this week. – Thanksgiving Holiday</b></p>
<p>Week of Nov. 27, 2017 Week 2</p>	<p><b>Chapters 3 &amp; 4: <i>The Principal's Companion</i> (Robbins &amp; Alvy)</b>  <b>Chapters 3 &amp; 4: <i>What Great Principals Do Differently</i> (Whitaker)</b>  <b>Video Analysis: Peter Benson – Spark</b>  <a href="https://www.youtube.com/watch?v=TqzUHcW58Us">https://www.youtube.com/watch?v=TqzUHcW58Us</a>  <b>Weekly Learning Tasks &amp; Connecting the ELCC Dots</b></p>
<p>Week of Dec. 4, 2017 Week 3</p>	<p><b>Chapters 5, 6, &amp; 7: <i>The Principal's Companion</i> (Robbins &amp; Alvy)</b>  <b>Chapters 5 &amp; 6: <i>What Great Principals Do Differently</i> (Whitaker)</b>  <b>Video Analysis: Will Richardson – Transforming Education</b>  <a href="https://www.youtube.com/watch?v=7TZfWqao6uA">https://www.youtube.com/watch?v=7TZfWqao6uA</a>  <b>Weekly Learning Tasks &amp; Connecting the ELCC Dots</b></p>
<p>Week of Dec. 11, 2017 Week 4</p>	<p><b>Chapters 8 &amp; 9: <i>The Principal's Companion</i> (Robbins &amp; Alvy)</b>  <b>Chapters 7 &amp; 8: <i>What Great Principals Do Differently</i> (Whitaker)</b>  <b>Video Analysis: Rita Pierson – Every Kid Needs a Champion</b>  <a href="https://www.youtube.com/watch?v=SFnMTHhKdkw">https://www.youtube.com/watch?v=SFnMTHhKdkw</a>  <b>Weekly Learning Tasks &amp; Connecting the ELCC Dots</b></p>
<p>Week of Dec. 18, 2017</p>	<p><b>NO EDAD 5335 Work this week. Christmas Holiday.</b></p>
<p>Week of Dec. 25, 2017</p>	<p><b>NO EDAD 5335 Work this week. New Years Holiday.</b></p>
<p>Week of Jan. 2, 2018 Week 5</p>	<p><b>Chapters 10 &amp; 11: <i>The Principal's Companion</i> (Robbins &amp; Alvy)</b>  <b>Chapters 9 &amp; 10: <i>What Great Principals Do Differently</i> (Whitaker)</b>  <b>Video Analysis: Sir Ken Robinson – Do Schools Kill Creativity?</b>  <a href="https://www.youtube.com/watch?v=iG9CE55wbtY">https://www.youtube.com/watch?v=iG9CE55wbtY</a>  <b>Weekly Learning Tasks &amp; Connecting the ELCC Dots</b></p>
<p>Week of Jan. 8, 2018 Week 6</p>	<p><b>Chapters 12, 13, &amp; 14: <i>The Principal's Companion</i> (Robbins &amp; Alvy)</b>  <b>Chapters 11 &amp; 12: <i>What Great Principals Do Differently</i> (Whitaker)</b>  <b>Video Analysis: Martin Seligman – The New Era of Positive Psychology</b>  <a href="https://www.youtube.com/watch?v=74g2dyw7_uI">https://www.youtube.com/watch?v=74g2dyw7_uI</a>  <b>Weekly Learning Tasks &amp; Connecting the ELCC Dots</b></p>
<p>Week of Jan. 15, 2018 Week 7</p>	<p><b>Chapters 15 &amp; 16: <i>The Principal's Companion</i> (Robbins &amp; Alvy)</b>  <b>Chapters 13 &amp; 14: <i>What Great Principals Do Differently</i> (Whitaker)</b>  <b>Video Analysis: Amy Cuddy – Your Body Language Shapes Who You Are</b>  <a href="https://www.youtube.com/watch?v=Ks-Mh1QhMc">https://www.youtube.com/watch?v=Ks-Mh1QhMc</a>  <b>Weekly Learning Tasks &amp; Connecting the ELCC Dots</b></p>

<b>Week of Jan. 22, 2018</b> <b>Week 8</b>	<b><u>Chapters 17 &amp; 18: <i>The Principal's Companion (Robbins &amp; Alvy)</i></u></b> <b><u>Chapters 15 &amp; 16: <i>What Great Principals Do Differently (Whitaker)</i></u></b> <b><u>Video Analysis: Daniel Pink – Why “To Sell is Human”</u></b> <b><u><a href="https://www.youtube.com/watch?v=J6EjBwrdHgE">https://www.youtube.com/watch?v=J6EjBwrdHgE</a></u></b> <b><u>Weekly Learning Tasks &amp; Connecting the ELCC Dots</u></b>
<b>Week of Jan. 29, 2018</b> <b>Week 9</b>	<b><u>Chapters 19 &amp; 20: <i>The Principal's Companion (Robbins &amp; Alvy)</i></u></b> <b><u>Chapters 17 &amp; 18: <i>What Great Principals Do Differently (Whitaker)</i></u></b> <b><u>Video Analysis: Simon Sinek – Leaders Eat Last</u></b> <b><u><a href="https://www.youtube.com/watch?v=4gUL76lV7gk">https://www.youtube.com/watch?v=4gUL76lV7gk</a></u></b> <b><u>Weekly Learning Tasks &amp; Connecting the ELCC Dots</u></b>
<b>Week of Feb. 5, 2018</b> <b>Week 10</b>	<b><u>Chapters 21 &amp; 22: <i>The Principal's Companion (Robbins &amp; Alvy)</i></u></b> <b><u>Chapters 19 &amp; 20: <i>What Great Principals Do Differently (Whitaker)</i></u></b> <b><u>Video Analysis: Pedro Noguera – Big Think Interview</u></b> <b><u><a href="https://www.youtube.com/watch?v=jANrjcYMCrc">https://www.youtube.com/watch?v=jANrjcYMCrc</a></u></b> <b><u>Weekly Learning Tasks &amp; Connecting the ELCC Dots</u></b>
<b>Week of Feb. 12, 2018</b> <b>Week 11</b>	<b><u>Final Exam</u></b>

**Final Exam**

No later than February 17, 2018, post responses to Items A and B below into the blog space for that week. This is your final exam.

A) Identify, and provide rationale for, the 15 most powerful learnings you gleaned from participating in The Principalship this term.

1. ?
2. ?
3. ?
4. ?
5. ?
6. ?
7. ?
8. ?
9. ?
10. ?
11. ?
12. ?
13. ?
14. ?
15. ?

B) Identify, and provide rationale for, three concepts/topics related to the principalsip that you feel least prepared to face.

1. ?
2. ?
3. ?