I. Course Description:

This course will cover knowledge and skills required to pass the TExES Principal Examination. The course will also cover a common core of knowledge, dispositions, and performances that will help link leadership more forcefully to productive schools and enhanced student outcomes. Practicum experiences will also be a component of this course. School leaders need a basic foundation in the roles, duties, and responsibilities of the principal in the areas of vision and mission development, culture and climate, and professional ethics. Other functions of the principalship including, but not limited to, scheduling, discipline, and communication with stakeholders will be addressed.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Educational leaders must have a basic understanding of organization and administrative theory. They must be able to synthesize this knowledge within the context of leadership, ethics, and change. This framework of theoretical knowledge when integrated with real world experiences and practices will inform their actions in a positive manner. Course goals are drawn from the Educational Leadership Constituent Consortium (ELCC) standards adopted by the
Council for Accreditation of Educator Preparation (CAEP) and the Texas State Board for Educator Certification standards for the principalship.

**Program Learning Outcomes**

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships

**Student Learning Outcomes**

1. Students will be able to identify and influence the factors and practices that contribute to positive school culture.
2. Students will be able to describe the duties of a principal, including budgeting, scheduling, and instructional leadership.
3. Students will be able to effect change in schools by understanding the stakeholders in the schools and the outside forces that influence schools.
4. Students will be able to articulate their own positions and priorities, including an analysis of strengths and areas of improvement, as future leaders.

**ELCC Standards that guide this course and all courses taught include:**

**Standard 1.0:** 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.

**Standard 2.0:** 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.

**Standard 3.0:** 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.

Standard 4.0: 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.

Standard 5.0: 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.

Standard 6.0: 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.

Standard 7.0: 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.

Texas Principal Standards: Texas Education Code, §21.3541

(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.

(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.
III. Evaluation and Assessments (Grading):

A = 90+% of available points
B = 80+% of available points
C = 70+% of available points
D = 60+% of available points
F = less than 60% of available points

Important notes about grades:

- All major assignments (worth 20 points or more) must be completed in order to receive an A in the course.
- Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 72.
- Failure to complete, document, and obtain mentor approval of the required 15 Practicum hours, including uploading the required forms to LiveText, will result in a final grade of “F.”
- You will not receive a passing grade if Pillar assignments are not completed.

IV. Required Readings


V. LiveText Account

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.
### VI. Tentative Course Outline/Calendar and Time Requirements:

*Assignments are due at 11:59 PM.*

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment/Task</th>
<th>Where is it?</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/10</td>
<td>Complete &quot;Who's There?&quot; posting</td>
<td>Discussions</td>
<td>5</td>
</tr>
<tr>
<td>6/11</td>
<td>Preliminary Platform Paper</td>
<td>Dropbox</td>
<td>10</td>
</tr>
<tr>
<td>6/13</td>
<td>Complete &quot;Duties of the Principal&quot; posting</td>
<td>Discussions</td>
<td>10</td>
</tr>
<tr>
<td>6/13</td>
<td>Principal Story Table</td>
<td>Dropbox</td>
<td>25</td>
</tr>
<tr>
<td>6/16</td>
<td>Scheduling Quiz</td>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>6/17</td>
<td>Scheduling Interviews</td>
<td>Dropbox</td>
<td>20</td>
</tr>
<tr>
<td>6/18</td>
<td>Discipline Assignments, Parts 1 &amp; 2</td>
<td>Dropbox</td>
<td>10/20</td>
</tr>
<tr>
<td>6/20</td>
<td>Whitaker on Twitter</td>
<td>Dropbox</td>
<td>20</td>
</tr>
<tr>
<td>6/20</td>
<td>My Core Beliefs</td>
<td>Dropbox</td>
<td>10</td>
</tr>
<tr>
<td>6/23</td>
<td>A Visit to Anytown</td>
<td>Dropbox</td>
<td>15</td>
</tr>
<tr>
<td>6/24</td>
<td>Climate Survey</td>
<td>Dropbox</td>
<td>20</td>
</tr>
<tr>
<td>6/25</td>
<td>Breakthrough Principals – School Culture</td>
<td>Dropbox</td>
<td>20</td>
</tr>
<tr>
<td>6/27</td>
<td>Pillar #1 Communication with Stakeholders</td>
<td>Dropbox/LiveText</td>
<td>40</td>
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<tr>
<td>6/30</td>
<td>Vision and Mission Statement Comparison</td>
<td>Dropbox</td>
<td>10</td>
</tr>
<tr>
<td>7/2</td>
<td>Pillar #8 Table 1: School Focus Areas</td>
<td>Dropbox/LiveText</td>
<td>20</td>
</tr>
<tr>
<td>7/3</td>
<td>Pillar #8 Vision and Mission Statement Discussion</td>
<td>Discussions</td>
<td>20</td>
</tr>
<tr>
<td>7/5</td>
<td>Pillar #8 Vision and Mission Statements</td>
<td>Dropbox/LiveText</td>
<td>20</td>
</tr>
<tr>
<td>7/7</td>
<td>Leading or Managing Schools</td>
<td>Discussions</td>
<td>10</td>
</tr>
<tr>
<td>7/7</td>
<td>Leaders or Followers</td>
<td>Discussions</td>
<td>10</td>
</tr>
<tr>
<td>7/8</td>
<td>Shadowing Reflection: Different Level</td>
<td>Dropbox</td>
<td>5</td>
</tr>
<tr>
<td>7/8</td>
<td>Discipline Cases Reflection</td>
<td>Dropbox</td>
<td>5</td>
</tr>
<tr>
<td>7/10</td>
<td>Finalize Practicum Hours/Mentor Approval Form</td>
<td>LiveText</td>
<td>Required</td>
</tr>
</tbody>
</table>
AED 516 (The Principalship - 3 credits; fully online) spans 15 weeks of the Summer session equivalent. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Readings and videos are woven into the content to support key concepts. In addition, students are required to read assigned chapters in course textbooks, complete quizzes over the course content, and complete multiple assignments that evaluate their growing knowledge of the principalship. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. There are 15 hours of on-site applied practicum activities.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1) Course and program improvement, planning, and accreditation; 2) Instruction evaluation purposes; and 3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

The course evaluation process is completed electronically through MySFA. Although the professor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available for viewing until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity: Policy 4.1

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Attendance:
This course requires students' active participation. Class participation is expected to be regular and interactive. Please make sure that you log on at least once every three days. Failure to attend and participate may impact course grades, financial assistance and enrollment status.

Withheld Grades: Policy 5.5
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic,
classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Texas Administrative Code**

**RULE §247.2**  Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless
the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839