

# EDUC520

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## Course Summary

**Course :** EDUC520 **Title :** The Principalship

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

## Description

**Course Description:** This course examines the role of the principal as an instructional leader and how the principal can manage educational programs, personnel, and facilities while promoting professional development among staff. Candidates will learn how to organize tasks and projects to include the participation of various staff members. System and continuous-improvement processes as they apply to school improvement will be discussed and candidates will evaluate community attitudes, cultures, and appropriate communication strategies. Resources for improving internal and external home-school-community relations will be identified.

### Course Scope:

This course develops a practical understanding of the knowledge and skills essential to successful leadership and administration of an elementary, middle or secondary school. It is designed around the Educational Leadership Constituency Council (ELCC) Standards that candidates for licensure as an administrator (K-12) are required to meet. The activities in this course are designed to simulate educational activities that building level administrators deal with on a regular basis.

## Objectives

**After successfully completing this course, candidates will be able to:**

1. Evaluate the range of the principal's responsibilities, including that as a central figure in determining the academic and social quality of a school. (ELCC 5.1, 5.2) (PII 4.D)
2. Create a plan to develop effective partnerships with community by responding to diverse community interests and needs, and mobilizing community resources. (ELCC 4.2, 4.3,4.4) (PII 1.C)
3. Implement positive practices for the school principal to enhance public relations. (ELCC 4.4) (PII 5.C, 5.D)
4. Analyze organizational culture. (ELCC 2.1) (PII 5.B)
5. Select appropriate methods to motivate teachers and improve campus culture. (ELCC 2.1) (PII 5.B, 5.E)
6. Practice a problem-solving approach to contemporary issues faced by principals. (ELCC 6.3) (PII 4.B, 5.F)

## Outline

### Week 1: ROLES OF ADMINISTRATORS

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Candidates will be able to:

1. Evaluate the role of principal and assistant principal.
2. Create a campus profile containing demographic data, assessment data, and campus planning information.

In this lesson, we will discuss:

- Role of the administrator
- Requirements of a campus profile

Reading:

- The Principal's Role in Successful Schools
- Principal's Kit: Your Role as a Principal
- Defining the Role of the Assistant Principal
- Changing Role of the Assistant Principal
- Let's End the Ambiguous Role of Assistant Principal
- Building a Framework: The Role of the Administrator in Teacher Retention

Assignment:

Campus Profile (Field Experience Activity)

Forum:

Introductions

### Week 2: CULTURE AND ORGANIZATIONAL CLIMATE

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Candidates will be able to:

1. Develop a plan for evaluating school culture and climate.
2. Identify tools to use in evaluating school culture and climate.
3. Respond to weaknesses in campus culture with research proven strategies.

In this lesson, we will discuss:

- Evaluating campus culture and climate
- Strategies for responding to school culture issues

Reading:

- Lunenburg - Chapter 3

Assignment:

Cultural Constructs

Forum:

- Forum 1: Climate and Culture
- Forum 2: Culture and Student Achievement
- Forum 3: Responding to Weakness

### **Week 3: MOTIVATING TEACHERS**

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Candidates will be able to:

- Analyze theories of motivation.
- Apply theories of motivation to a school scenario.

In this lesson, we will discuss:

- Theories of motivation

Reading:

- Lunenburg - Chapter 4

Assignment:

Theoretical Application

Forum:

Forum 4: Motivational Theory Application

### **Week 4: PUBLIC AND COMMUNITY RELATIONSHIPS**

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Candidates will be able to:

1. Identify positive practices for the school principal to enhance public relations.
2. Analyze barriers to building good community relationships.

In this lesson, we will discuss:

- School public relations
- Positive leadership practices
- Building community relationships
- Barriers to good community relationships

Reading:

- NSPRA: National School Public Relations Association
- Public Relations 101: How-To Tips for School Administrators
- The Power of Public Relations in Schools
- Building Mutually-Beneficial Relationships Between Schools and Communities: The Role of a Connector
- Building Community-Schools Relations at Lancaster County
- Strategy 7: Creating family-school-community partnerships

Assignment:

Public Relations Plan

Forum:

- Forum 5: School Public Relations
- Forum 6: Building Relationships

## **Week 5: BUILDING RELATIONSHIPS AND MOBILIZING RESOURCES**

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Candidates will be able to:

1. Create a forum for matching community needs with community resources.
2. Evaluate technology applications for appropriateness in responding to community needs.
3. Analyze available resources in the community that may be used to meet community and school needs.

In this lesson, we will discuss:

- Using social media for community contact
- Addressing community needs
- Community resources

Reading:

- Bright Futures-Joplin
- Why Public School Leaders Must Embrace Social Media
- How Social Media Creates Connections For School Districts
- 8 Ways to Use Social Media to Connect with and Coordinate with Parents
- Ohio State University: Mobilizing the Community
- eLead-Connecting Schools, Families and Communities
- Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity

Assignment:

Community Social Media Site and Reflective Essay

Forum:

Forum 7: Community Needs and Resources

## **Week 6: PARTNERSHIPS, COMMUNICATION, AND DECISION-MAKING**

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Candidates will be able to:

1. Create an action plan for incorporating social media, traditional activities, and creative ideas in building community partnerships.
2. Analyze barriers to effective communication.
3. Respond to barriers to effective communication.

In this lesson, we will discuss:

- Creating community partnerships
- Effective communication skills
- Barriers to communication

Reading:

- Lunenburg - Chapter 6-7
- Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity

Assignment:

## Action Plan for Building Community Partnerships

Forum:

- Forum 8: Action Plan
- Forum 9: Barriers to Communication

### **Week 7: LEADERSHIP AND MANAGEMENT**

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Candidates will be able to:

1. Evaluate different decision-making theories for appropriate implementation in schools.
2. Analyze appropriate responses to the analysis of teachers, like mentoring and professional development.
3. Analyze the steps in the human resource management process.
4. Analyze the role of the principal in the human resource management process.

In this lesson, we will discuss:

- Decision-making theories
- Instructional leadership
- Mentoring
- Professional development
- Human resource management

Reading:

- Lunenburg - Chapter 6, 14, and 15

Assignment:

None

Forum:

- Forum 10: Decision-Making Example
- Forum 11: Coaching
- Forum 12: Employee Selection

### **Week 8: FINAL WEEK**

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Candidates will be able to:

1. Apply learning from the course to a decision set/case study.

In this lesson, we will discuss:

- Completing the case study
- Decision-making process
- Building a positive learning culture

Reading:

None

Assignment:

Case Study

Forum:

None

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## Evaluation

### Forum

Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

#### **Guidelines:**

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

#### [Forum Rubric](#)

### **Campus Profile (Field Experience Activity: Approximately 4 hours. Please log on Field Experience form received in EDUC509)**

Create a campus profile that contains demographic and assessment data, and campus planning information. This profile should include the vision statement, school goals, and the data that connects to each goal.

### **Cultural Constructs**

How do each of the four organizational climate constructs relate to school effectiveness? Analyze these in relation to your school or school district. Use additional research and resources to support your findings. Please consult the [Cultural Constructs Grading Rubric](#) for further explanation of this assignment.

### **Theoretical Application**

Apply theories of motivation to a specific school scenario provided by your instructor. Please review the [Theoretical Application Grading Rubric](#) for further explanation of this assignment.

### **Public Relations Plan**

Create a public relations plan for your campus. This plan should be created in the form of a professional development presentation or activity that will be presented to the campus leadership team by the school principal. You will want to include positive practices focused on improved communication and positive community relationships. Please review the [Public Relations Plan Presentation Grading Rubric](#) for further explanation of this assignment.

### **Community Social Media Site and Reflective Essay**

Create a social media gathering site where members of the community can go to discuss current community needs, or where community members can access information regarding needs within the community in order to respond. Advertise the site and provide the instructor with access. Also, write a reflection on the social

networking activity. How can this social media platform be used to mobilize community resources? This assignment will be graded based on candidate leadership within the social media site and on the reflection of the activity. Your reflection does not require professional resources and should be based on your experiences, and can therefore be written in first person. However, you must provide specific examples to support your thoughts. You may wish to review Reflective Writing for additional guidance in this assignment. Please review the [Community Social Media Site and Reflective Essay Grading Rubric](#) for further explanation of this assignment.

### Action Plan for Building Community Partnerships

Create an action plan for incorporating social media, traditional activities, and creative ideas in building community partnerships. Prepare a presentation (type of your choice) to share your plan with the campus planning committee and/or school board.

### Case Study

Respond to the case study provided by your instructor. You are to support your response with specific information learned in this course in regard to the decision-making process and building a positive learning culture. Please follow the format provided in [Writing a Case Study Response: Queensland University](#).

#### ***Additional Requirements:***

- **Introduction (3-5 paragraphs minimum):** Introduce the main purpose of the case study and briefly outline the overall problem to be solved.
- **Description (3-5 Paragraphs):** Do not copy the case here. Write a brief description of the case under discussion giving an outline of the main issues involved. Always assume that your reader knows nothing of the assignment task and provide enough information to give a context for your discussion of the issues.
- **Discussion (2 page minimum):** Discuss the issues raised one by one, using information gained from your research of the academic literature. Your discussion may include: an outline of the issue and its implications for or relationship to different stakeholders how that issue links to theories or research in the academic literature suggested solutions or ideas evaluation of the solutions or ideas for this particular case. All resources must be current literature, which is within the last 5 years. This must be written in a formal paper format. No charts or graphs.
- **Conclusion / Recommendations (2 page minimum):** Finally, sum up the conclusions that you have come to and give recommendations to resolve the case. Give reasons for your recommendations. Support your recommendations with current research and literature. Current is within the last 5 years.

#### ***Checklist for a case study response. Ask yourself "have I:"***

- Carefully read the case and noted the main issues and stakeholders in the case?
- Written a brief description of the case to give your readers a context for the main issues?
- Discussed each issue with reference to the academic literature?
- Evaluated the solutions or ideas for each issue to find the ones most suitable?
- Made final recommendations of how to resolve the case?
- Used a well-structured introduction, body and conclusion?
- Cited and referenced all of the work by other people?
- Used correct grammar, spelling and punctuation, clear presentation and appropriate reference style?

### [Case Study Grading Rubric](#)

#### Grading:

Name	Grade %
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## Materials

**Book Title:** Educational Administration: Concepts and Practices, 6th ed  
(9781111301248/Lunenburg/Ornstein) -Text required for EDUC520 and EDUC651, 1 purchase required.  
(Hard copy not available through the APUS Bookstore)

**Author:**

**Publication Info:**

**ISBN:** EDUCREM

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### Required Course Readings

Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices*. Cengage.

### Recommended Materials

*Publication Manual of the American Psychological Association* (6th ed.). (2009). Washington, D.C.: American Psychological Association.

### Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

#### Site Name      Web Site URL/Address

American  
Association of  
School  
Administrators  
(AASA)      <http://www.aasa.org/>

APA Format      <http://www.apa.org>

Education  
Week      <http://www.edweek.org/ew/index.html>

Educational  
Leadership  
Constituent  
Council  
(ELCC)  
Standards      [http://www.npbea.org/ELCC/ELCCStandards%20\\_5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf)



[International  
Society for  
Technology in  
Education](http://www.iste.org/)  
(ISTE)

Interstate  
School  
Leaders  
Licensure  
Consortium  
(ISLLC) <http://www.ccsso.org/content/pdfs/isllcstd.pdf>  
Standards –  
(Required  
Reading  
Website)

National  
Association of  
Elementary  
School  
Principals  
(NAESP) <http://www.naesp.org/>

National  
Association of  
Secondary  
School  
Principals  
(NASSP) [http://www.nassp.org/s\\_nassp/index.asp?TRACKID=](http://www.nassp.org/s_nassp/index.asp?TRACKID=)

National  
Board for  
Professional  
Teaching  
Standards  
(NBPTS) <http://www.nbpts.org/>

National  
Community  
Education  
Association <http://ncea.com/>

National  
Council for  
Accreditation  
of Teacher  
Education  
(NCATE) <http://www.ncate.org/>

National  
Policy Board  
for Education  
Administration <http://www.npbea.org/>  
(NPBEA)

North Central  
Regional  
Educational <http://www.ncrel.org/sdrs/areas/issues/envrnmt/css/cs100.htm>  
Laboratory

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## Course Guidelines

### Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed).

See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

### Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

[http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic\\_Dishonesty](http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty)

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

## Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

## Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), J

## Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

## **Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code

(e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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