

Course: ED661 N The Principalship
Credit: 3 credit hours
Semester: SPRING 2025 (Session 1) (January 13th – March 7th)
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I. DESCRIPTION:

Emphasizing the best practices of effective school leaders, the course facilitates the identification, development, and confirmation of an administrator's natural leadership style and presents insights for aspiring and seasoned principals. The course topics relevant to the principalship, including change, conflict, and crisis-management, developing teacher leadership, and sustaining links with central office personnel, teachers, parents, students, and community. (Prerequisite: ED610)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES:

A. General competencies to be achieved. The student will:

1. Develop and refine a Biblical philosophy of educational leadership.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.5
2. Gain relevant and useful information related to current thought, research, and best practices regarding educational leadership.
 - a. PLO-1, 2, 3, 4, 5
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5
3. Develop skills in thinking critically, discussing constructively, and writing synthetically regarding the multi-faceted roles of an educational leader.
 - a. PLO-1, 2, 3, 4, 5
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5

B. The objectives of this course serve to prepare students to meet the *Professional Standards for Educational Leaders* as expressed in the following competencies. Specific competencies to be achieved. The student will be able to:

1. “Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-1
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5
2. “Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-2
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5
3. “Lead with interpersonal and communication skill.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-2
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5
4. “Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-9
 - b. Assignments: A.1, A.2, B.1, B.2, B.4, B.5
5. “Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.”
 - a. PLO-1, 2, 3, 4, 5; PSEL – 10
 - b. Assignments: A.1, A.2, B.1, B.2, B.4, B.5
6. “Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-10
 - b. Assignments: A.1, A.2, B.1, B.2, B.4, B.5
7. “Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.”
 - a. PLO-1, 2, 3, 4, 5; PSEL-6
 - b. Assignment: A.1, A.2, B.1, B.2, B.4, B.5

III. MATERIALS —

Required Textbooks:

A. Bible (Please refer to Course Policies.)

B. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).

ISBN-13: 978-1433832161

ISBN-10: 143383216X

Paperback Copy: \$31.00

C. Textbook

Green, R. (2017). *Practicing the art of leadership: A problem-based approach to implementing the Professional Standards for Educational Leaders* (5th ed.).

ISBN-13: 978-0134088778

ISBN-10: 0134088778

Printed Copy: \$69.00

IV. REQUIREMENTS:

A. Reading Assignments:

1. **Textbook Reading:** You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Written Assignments:

1. **Biblical Philosophy of Educational Leadership:** Write a 2,000 – 2,500 word paper describing your Biblical Philosophy of Educational Leadership. Include at least 8 references to books and scholarly journal articles.
2. **Discussion Questions:** A total of seven (7) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
3. **Mission, Vision, and Core Values:** Review the mission, vision, and core values of ten or more different educational settings such as a public school, a charter school, a Christian school, an international school, a boarding school, magnet school, an online school, etc. Describe the similarities and differences of the stated mission, vision, and core values of these educational settings. Imagine you are starting a new school. Describe the type of school and write the mission, vision, and core values for your imaginary school.

4. **Principal Interviews Paper:** Arrange to interview an educational leader from a public school AND an educational leader from a private school. After your interviews, present your findings in a 1,250 – 1,500 word paper. Detail specific information regarding the role of the principal in each setting. Compare and contrast the role of the principal in a public school versus a private school setting.

5. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week’s assignments.

V. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Interviews
4. Lectures
5. Discussions
6. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Biblical Philosophy of Educational Leadership paper	200
Class Participation (In-Class Students) Report on Videos (Online Students)	80 (10 x 8 reports)
Discussion Questions	140 (20 x 7 questions)
Mission, Vision, and Core Values	200
Principal Interviews Paper	200
Reflections	80 points (10 x 8 reflections)
Final Exam	100
Total:	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

VI. POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

C. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse.

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Jan. 13 th	History of Educational Leadership Standards, Competencies, and Accountability Measures	<i>Due by Midnight on Jan. 19th:</i> 1. Read Chapter 1. 2. Complete Class Video Report. 3. Complete DQ#1. 4. Read Chapter 2. 5. Write Reflection. 6. Arrange interviews.
2	Jan. 20 th	Establishing a Framework for Leadership	<i>Due by Midnight on Jan. 26th:</i> 1. Complete Class Video Report. 2. Complete DQ#2. 3. Read Chapter 3. 4. Write Reflection.
3	Jan. 27 th	Theories and Approaches to School Leadership	<i>Due by Midnight on Feb. 2nd:</i> 1. Complete Class Video Report. 2. Complete DQ#3. 3. Read Chapter 4. 4. Write Reflection.

4	Feb. 3 rd	Organizational Influences on Leadership	<p><i>Due by Midnight on Feb. 9th:</i></p> <ol style="list-style-type: none"> 1. Complete Class Video Report. 2. Complete DQ#4. 3. Mission, Vision, and Core Values 4. Read Chapter 5. 5. Write Reflection.
5	Feb. 10 th	Enhancing Leadership Effectiveness through Communication	<p><i>Due by Midnight on Feb. 16th:</i></p> <ol style="list-style-type: none"> 1. Complete Class Video Report. 2. Complete DQ#5. 3. Read Chapter 6. 4. Write Reflection.
6	Feb. 17 th	Decision-Making: Quality and Acceptance	<p><i>Due by Midnight on Feb. 23rd:</i></p> <ol style="list-style-type: none"> 1. Complete Class Video Report. 2. Complete DQ#6. 3. Read Chapter 7. 4. Biblical Philosophy of Educational Leadership paper. 5. Write Reflection.
7	Feb. 24 th	Managing Conflict in Today's Schools	<p><i>Due by Midnight on March 2nd:</i></p> <ol style="list-style-type: none"> 1. Complete Class Video Report. 2. Complete DQ#7. 3. Principal Interviews paper. 4. Read Chapter 8. 5. Write Reflection.
8	March 3 rd	Instructional Leadership and Change Final Exam	<p>Due by Midnight on March 7th :</p> <ol style="list-style-type: none"> 1. Complete Class Video Report. 2. Write Reflection.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*