

UNIVERSITY OF SOUTH CAROLINA  
COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICIES  
EDLP J706 - THE PRINCIPALSHIP  
Spring 2006

**\*\*\*\*TECHNOLOGY NOTE: You MUST have reliable access to a computer to utilize Blackboard and read e-mail THROUGHOUT the duration of this course on a REGULAR basis. Computers are available on campus, and you should plan to use them if you do not personally have access.\*\*\*\***

**\*\*\*\*ADVANCE PREPARATION: AS SOON AS YOU GET THIS SYLLABUS, you need to start reading your texts, and I advise taking notes. You are expected to have read each of the assignments BEFORE we discuss the topics in class.\*\*\*\***

**College of Education Vision Statement:**

The College of Education at the University of South Carolina will distinguish itself as a state and national leader in its efforts to be responsive, engaged, and collaborative in addressing the needs of its students, professions, and community. These characteristics will be the hallmarks of the College's teaching and learning activities, research mission, and service obligations as it achieves excellence through focused involvement.

**Mission of the MEd:**

The Department of Educational Leadership and Policies offers a Master of Education (MEd) degree in Educational Administration. The MEd provides course work that will lead to principal certification in South Carolina. The study of educational leadership is dynamic and fluid. It requires an understanding of the nature of human growth and development, fundamental grounding in the leadership of others, and pragmatic realities of managing people, budgets, facilities, and activities. The study of educational leadership further provides preparation for the analysis of policies related to each of these understandings and professional work serving the peoples of this state and nation.

**I. Course Description**

- A. **Description:** In this course students will study the principles, problems, and practices involved in the administration of modern elementary and secondary schools. EDLP J706 is taken concurrently with EDLP 707A or EDLP 709A. You must complete 707/709 B in the following semester. You will have LIVE [face-to-face] meetings for 707/709A and B.)  
**SPECIFIC LOCATIONS FOR SMALL GROUP PRACTICUM MEETING SITES WILL BE ANNOUNCED AT THE FIRST CLASS MEETING OF EDLP J706.**
- B. **Course Credit:** 3 graduate hours (EDLP J706); 3 graduate hours (EDLP 707A/709A); and 3 graduate hours (EDLP 707B/709B)
- C. **Intended Audience:** This course is intended for master's degree students in educational administration who are seeking certification as principals or supervisors.

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**Course Site:** <http://blackboard.sc.edu>

## II. Goals and Objectives

- A. **Goals:** Principals are the main instructional leaders in successful schools. The extent to which they meet the challenges inherent in educating young people from diverse backgrounds and cultures determines how successful their schools are. This course is designed to be a study of the challenges of the principalship. Students will study the principles, problems, skills, and practices involved in the administration of modern elementary and secondary schools. As a result of participation in this course, students are expected to (1) understand the concept of the principal as professional educator and leader and the role of the principal in the school improvement process and (2) develop the knowledge base necessary for effective supervisory performance.
- B. **Objectives:** Through active participation, students can expect to:
1. increase their understanding of the skills and competencies required for successful performance in the principalship and as a professional educator and leader;
  2. increase their knowledge of school improvement, change, program evaluation, and decision-making processes and understand the importance of these processes to the principalship;
  3. increase their knowledge of the effective schools research and ability to use the research to evaluate the effectiveness of their schools;
  4. increase their ability to address educational issues using research on the principalship and/or administrative and management theory.

## III. Required Texts:

for EDLP J706

Pellicer, L. O. (2003). *Caring enough to lead: How reflective thought leads to moral leadership* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

Redman, G. L. (2003). *A casebook for exploring diversity* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

for EDLP 707A&B/709A&B

Snowden, P. E., & Gorton, R. A. (2002). *School leadership and administration: Important concepts, case studies, & simulations* (6<sup>th</sup> ed.). Boston: McGraw-Hill.

**IV. Course Requirements:**

- A. Participation: All students (including those viewing at the regional sites) are expected to participate in class discussions and activities. Participation grades will be based on participation assignments. In preparation for class, students are expected to have read and analyzed assigned case studies.
- B. Case Studies: Students are expected to submit a written analysis of two assigned case studies. Further, students will write an original case study based on their readings for critiques. All case studies will be graded.
- C. Critiques: Critiques will be explained on Blackboard.
- D. Reflective Paper: Students will write a double-spaced paper, no more than three typed pages, 12 point font, on readings as assigned from the Redman book.
- E. Technology: All students will use Blackboard to participate in BB discussion groups and to submit assignments such as the reflective paper and in-class discussion group summaries.
- F. Attendance: Each student is expected to adhere to the university's policy on attendance.
- G. Standards for Written Work: All written assignments MUST be typed and double-spaced. Assignments should be free of error in spelling, grammar, and mechanics. All assignments must be postmarked by the date due. Students are responsible for ensuring that Distance Education receives all assignments due to the professor of The Principalship by the due dates noted on Blackboard.
- H. Late Assignments: Ten (10) points will be deducted for each day the assignment is late unless prior approval has been given by the professor.

**V. Grading for EDLP J706:**

<u>Assignments</u>	<u>Possible Points</u>
Participation & Attendance	20
Case Studies: 2 analyses (50 each) and 1 original (50)	150
Critiques: 3 (10 each)	30
Reflective Paper	25
Technology	25

**\*\*\*\*MUST be received by Distance Education by the date noted on Blackboard & on the syllabus calendar.**

**Grading Scale:**

233 - 250 = A	188 - 199 = C+	0 - 162 = F
220 - 232 = B+	175 - 187 = C	
200 - 219 = B	163 - 174 = D	