



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

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TEXAS EDUCATION AGENCY
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GRANTS ADMINISTRATION

Grant Information

Grant Period to

Program Authority

- Pre-award costs are permitted.
- Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

- The following four attachments, listed in the program guidelines:
1. IHE/EPP scope and sequence
 2. IHE/EPP instructional coaching protocols
 3. IHE/EPP course syllabus
 4. IHE/EPP evaluation process and metrics

Applicant Information

Name CDN or Vendor ID ESC # Campus # DUNS #

Address City ZIP Phone

Primary Contact Email

Secondary Contact Email

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title Signature Date

Grant Writer Name Signature Date

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-105-067

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
 SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Moody ISD needs to recruit and retain staff that have shown competence in their assigned duties and to increase school leadership capacity.	Using this grant funding, a highly-effective high school teacher holding a graduate degree will be supported in the pursuit of principal certification through a one-year preparation program. The District will benefit by having an additional school administrator who can positively affect student achievement.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

In order to build strong campus leaders in our small rural district, a highly-effective teacher holding a graduate degree will be supported in a one-year principal preparation program and a residency within Moody High School. The candidate will receive training from an IHE with a proven track record of success in preparing educators to be campus administrators. The principal trainee will receive instruction and training focused on the domains of school community leadership, instructional leadership and administrative leadership with a combination of on-line coursework and campus-based experiences leading to successfully completing the Texas Principal Certification Test. The candidate will be supervised by the campus administrator and a field supervisor from the IHE. The program will be evaluated based on the timely completion of the program and the successful certification of the principal candidate.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

1. The principal candidate will be identified and accepted into the IHE principal certification program.
2. The principal candidate will successfully complete the first quarter of the principal certification program.
3. The principal candidate will plan and begin the required clinical learning in Moody High School supervised by the campus principal as mentor.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

The principal candidate will successfully complete the second quarter of the principal certification program and continue the required clinical learning in Moody High School supervised by the campus principal/mentor.

Third-Quarter Benchmark:

The principal candidate will successfully complete the third quarter of the principal certification program and receive ongoing support from the campus principal/mentor as he/she continues the required clinical learning.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The evaluation of the grant program will involve four factors:

1. completion of principal preparation coursework in a timely manner;
2. completion of on-site clinical learning activities;
3. observation data provided by the campus mentor and teacher feedback from clinical learning activities; and,
4. successful completion of the Principal Certification exam prior to the 2019-2020 school year.

The principal preparation program will determine the pace required for the principal candidate to complete his coursework. The on-line principal preparation program at Angelo State University in San Angelo, Texas is a sequential course of study that requires the completion of five modules, each being eight weeks in duration. In addition to the five required modules, the candidate will be enrolled in a full semester of a practicum in which he or she will complete the required clinical activities. The campus mentor will monitor the principal candidate's progress in this program.

The campus clinical learning activities will be outlined after the candidate is chosen and enrolled in the IHE program. These activities will be chosen in meetings with the candidate and his mentor and approved by the IHE program director. A time line for completion and evaluation of the activities will be agreed upon, and interim checkpoints will be set. The grant manager will communicate with the campus mentor in order to ensure that progress benchmarks are being met.

Observation and teacher feedback data will be collected as the candidate participates in clinical learning activities. These data will be discussed with the candidate in regularly scheduled meetings with the campus mentor. If the data show that additional learning experiences are desirable, then the candidate will be encouraged to pursue professional development workshops through Region 12. These workshops and a substitute teacher will be paid through the grant funding.

By adjusting the time line, the types of clinical experiences and professional learning activities, the principal candidate will successfully complete the preparation program and the certification exam, and he or she will become a certified principal.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The campus principal of Moody High School will serve as the mentor and evaluator of this principal trainee and will assign specific leadership training activities to align with the SBEC Framework for Principal Certification and campus and student needs. In order to do this, the campus principal has identified specific projects that require focused leadership to continue change efforts in these areas. Project-Based Learning was implemented campus-wide in the 2017-2018 school year, but ongoing professional development and monitoring of student achievement in this area is needed for the coming school year. Another area of focus is continuing to improve school culture through the use of Positive Behavior Reward systems by implementing a point system for monitoring student involvement in the program. This system will also be used in the implementation of a local Gold Graduate program that will begin in the 2018-2019 school year. These graduates will be identified as those who demonstrate specific competencies based on the Moody ISD Portrait of a Graduate profile. These needs will become the basis of leadership activities for the principal candidate, monitored and supervised by the campus mentor and field supervisor.

Moody ISD will provide sustained and rigorous clinical learning for the participating principal trainee in Moody High School. This individual will be given substantial leadership responsibilities such as, but not limited to:

1. facilitating professional learning for faculty to effectively implement Project-Based Learning,
2. monitoring student achievement through Project-Based Learning,
3. facilitating student's Positive Behavior reward system,
4. implementing local Gold Graduate program,
5. conducting walk-through observations for faculty,
6. completing instructional coaching assignments by facilitating content-based faculty committees,
7. organizing and leading the District UIL competition, and
8. working with District administration to assist in implementing a local accountability system.

The IHE program in which the trainee is enrolled may have other specific leadership activities that will be completed as part of its curriculum requirements. The campus and district leaders will also facilitate these required leadership activities.

In order to provide additional support for the principal candidate, part of the grant budget will include leadership workshop activities through the Region 12 Service Center. These professional learning experiences will be paid through grant funding, and a substitute teacher will be provided on those days.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The grant participant will be chosen from all applicants currently employed by Moody ISD. The applicants will be required to submit a current resume, a letter of intent to participate in the principal preparation program through Angelo State University and agree to complete the program in the time frame of the grant, then challenge the principal certification test prior to the 2019-2020 school year. In addition to the resume and letter of intent, the applicants will be asked to supply two letters of recommendation from his or her campus principal and professional peers.

The candidate will be chosen by a committee of campus and district leadership team members using these criteria:

1. The ability to be accepted into the IHE principal preparation program (must hold a master's degree);
2. T-TESS ratings of Proficient or above for the past two years;
3. Student growth data, if available;
4. Types and quality of leadership activities already demonstrated by the candidate; and,
5. Ratings of professional peers from letters of recommendation.

There are very few candidates employed by Moody ISD who currently hold a master's degree. Only one of them has expressed interest in participating in the grant program. With a limited pool of possible candidates, we are happy to have an exceptional candidate already identified. If we receive more applications, we will make the best choice based on the needs of our student population.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Angelo State University (ASU) in San Angelo, Texas will be the IHE providing the principal preparation training program. Moody ISD has been working with Dr. Raelye Self, Assistant Professor to provide the necessary information for this grant application. All of the information from Dr. Self is attached to this application. She has provided detailed syllabi for all principal preparation courses including required reading and textbooks.

To summarize the program, the scope and sequence includes:

1. Legal and Ethical Principals
2. Instructional Supervision
3. Role of the Principal
4. School District Resource Management
5. Human Relationships in Educational Administration
6. Practicum in School Administration

Each of these modules and the practicum are described in detail in the attached information from ASU, including required readings and textbooks.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Material from ASU through Dr. Raelye Self, Assistant Professor, includes detailed information regarding instructional coaching protocols and the evaluation process and metrics overview. A summary of these two aspects of the IHE program follows.

The instructional coaching protocols were developed by the ASU Certification Team and are aligned with the Texas Principal Standards. All courses offered through the principal preparation program are hosted on-line using ASU Blackboard as the instructional platform. The five modules are all eight weeks in duration, and the principal practicum is a full semester clinical course. The candidate will be required to log 160 clock hours of field experience in the practicum, and in addition to the campus mentor, a field supervisor will make three site visits. The courses provide the candidates with high quality instruction with assignments designed to allow the participants to develop skills in real-world problem solving, community leadership behavior, data analysis, and evidence-based practices for leading a campus.

The evaluation process and metrics are aligned to the Texas Principal Competencies leading toward mastery of the Texas Principal Standards. The formative and summative assessments include performance-based projects including action research projects, certification practice test and TExES exam performance, implementation projects to improve student performance, and observation ratings from the campus mentor and field supervisor. The metric for these assessments are aligned with the ongoing data collected by ASU from current graduates, graduates and employers used for overall program evaluations of effectiveness.

Statutory/Program Assurances

The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

The LEA must assure that residents do not hold a principal certification in the state of Texas.

The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Tuition for teacher participant	10,000
2. Curriculum textbooks for teacher participant required for Principal Preparation Program	500
3. Stipend for teacher participant	1,000
4. Stipend for mentor principal	500
5. Certification Exam cost (TExES Principal 268 Examination)	210
6. Substitute teachers for resident PD	290
7. Travel for TEA Principal Preparation Summer Institute (principal and mentor)	500
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Total grant award requested



Texas Education Agency
Principal Preparation Grant Program
2018-2019
Required Program-Related Requirements
Angelo State University
College of Education
Department of Curriculum & Instruction

Compiled By: Dr. Raelye Self
Assistant Professor, Angelo State University

In accordance to meeting Texas Education Agency's 2018-2019 Principal Preparation Program Guideline requirements, the information provided by Dr. Raelye Self, program facilitator of principal certification in Angelo State University's Department of Curriculum & Instruction outlines the following components:

1. Principal Certification Scope & Sequence Overview
2. Principal Certification Course Syllabi (Attachments)
3. Principal Certification Instructional Coaching Protocols Overview
4. Principal Certification Evaluation Process & Metrics Overview

Component 1: Principal Certification Scope and Sequence

Candidates can apply for admission to the Angelo State University Graduate School and seek a Texas principal certification, as long as they meet Texas Education Agency's five requirements:

- Must hold a master's degree from a university that is accredited by an accrediting agency recognized by the [Texas Higher Education Coordinating Board \(THECB\)](#) ([outside source](#))
- Hold a valid classroom teaching certificate
- Have two years of creditable teaching experience as a classroom teacher
- Successfully complete an [approved principal educator preparation program](#)
- Successfully complete the required exam

The Texas principal certification coursework will be comprised of the following courses:

Course Number	Course Name	Semester Credit Hours
EDG 6305	Legal & Ethical Principles	3
EDG 6311	Instructional Supervision	3
EDG 6341	Role of the Principal	3
EDG 6344	School District Resource Management	3
EDG 6345	Human Relationships in Educational Administration	3
EDG 6347	Practicum in School Administration	3
Total SCH for Texas Principal Certification: 18		

To be recommended for certification after completion of the required coursework, the applicant must hold a Texas teaching certificate, and have at least two years' teaching experience in the Texas public school system or equivalent. Additionally, students must receive a passing score on the TExES Principal exam.

Component 2: Principal Certification Course Syllabi

Please refer to the attachments accompanying this document for principal certification course syllabi information.

Component 3: Principal Certification Instructional Coaching Protocols Overview

The Texas Principal Standards as outlined in TAC § 241.15 were used to develop the content for courses by the Certification Team. The Certification Team also developed and maintains a curriculum crosswalk that correlates all course content with Texas Principal Competencies and Council for the Accreditation of Educator Preparation standards. The Certification team is in the process of realigning the curriculum with the newly developed competencies, standards, and principal certification test.

The courses are hosted online by ASU BlackBoard, and occur in 8 week increments, with the exception of the Practicum, which is a traditional, semester long course. Candidates are expected to demonstrate mastery of course content, as well as earn 160 clock hours of field experience in the Practicum course.

Although the principal certification courses utilize a technology platform to host instruction, high-level instructional practices are utilized to ensure that candidates are receiving high quality instruction in an online setting. Assignments are designed to assist candidates develop skills to solve real problems, ascertain a deep understanding of how to demonstrate leadership behavior in communities, developing solutions to problems based on data, and analysis of models and research articles that describe evidence-based practices for leading a campus.

Component 4: Principal Certification Evaluation Process & Metrics Overview

Formative and summative assessment data will be utilized throughout the certification program to assess candidates' preparedness according to Texas Principal Competencies and toward mastery of the Texas Principal Standards. The assessments will include on-going performance-based projects such as action based research projects, Certify Teacher practice test performance, implementation of systems to improve student achievement, case studies, interviews of practicing principals in the field, self-assessment; and practicum practice.

Data driven decisions are consistently made concerning curriculum evaluation by the program facilitator and Certification Team after reviewing candidates' feedback on course evaluations, as well as candidate performance on Certify Teacher Practice Exams and TExES certification exams. The Angelo State University Department of Curriculum & Instruction has an ongoing data collection system to collect performance and survey data from current candidates, graduates, and employers to use to evaluate overall program effectiveness.

Attachments

EDG 6305 Legal & Ethical Principles Syllabus
EDG 6311 Instructional Supervision Syllabus
EDG 6341 Role of the Principal Syllabus
EDG 6344 School District Resource Management Syllabus
EDG 6345 Human Relationships in Educational Administration Syllabus
EDG 6347 Practicum in School Administration Syllabus



ANGELO STATE UNIVERSITY
Department of Curriculum and Instruction

EDG 6305

LEGAL & ETHICAL PRINCIPLES

SPRING A 2018

AMY L. MURPHY, PH.D.

SYLLABUS TABLE OF CONTENTS

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COURSE INFORMATION

COURSE NUMBER

EDG 6305

COURSE TITLE

Legal and Ethical Principles

COURSE DELIVERY

This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at <http://blackboard.angelo.edu>
The course begins on January 16, 2018 and ends on March 9, 2018.

COURSE DESCRIPTION

Explores the field of knowledge of federal, state, and local school laws pertinent to educational administration. Includes a study of ethics and codes of ethics used to facilitate effective decision making.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR

Amy L. Murphy, Ph.D.

Email: amy.murphy@angelo.edu

INSTRUCTOR TEAM

Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS

Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES

- Identify and become familiar with the four sources of law and professional ethics relevant to professional educators.
- Complete assignments focusing on a professional style of writing using APA and Bluebook citations as needed.

- Complete discussions related to sources of law and professional ethics pertaining to candidate's professional perspective and current issues in public education.
- Complete a Legal Guide demonstrating mastery of course content by finding, analyzing, and synthesizing laws from each of the four sources then applying them to a specific topic in education.

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

RECOMMENDED READINGS

Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS

A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php. Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:

- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

METHODS OF INSTRUCTION

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate's writing skills, presentation skills, collaboration, analysis, and practical application/experience.

- Learning activities may include, critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

CANDIDATE COMMUNICATIONS: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

WRITTEN SUBMISSIONS: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

USE GOOD "NETIQUETTE":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From "The Net User Guidelines and Netiquette" by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE

Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of access to the Blackboard course will be used as the last date of course attendance for reporting to the Registrar.

ASSIGNMENT SUBMISSION

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the

problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

POLICIES RELATED TO THIS COURSE

All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate and Graduate Catalog
<http://www.angelo.edu/catalogs/>
- Academic Calendar
https://www.angelo.edu/services/registrars_office/academic_calendar.php

ACADEMIC INTEGRITY

Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate's original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

STUDENTS WITH DISABILITIES

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford

<p align="center">OBJECTIVES</p> <p>By the end of the course, the candidate will:</p>	<p align="center">LEARNING ACTIVITY & POINTS</p>	<p align="center">DUE DATES</p>
<p>PREMODULE</p> <p>Review and confirm understanding of plagiarism and academic integrity</p> <p>Begin academic portfolio for documentation of course artifacts and reflection on program competencies.</p>	<p>Plagiarism Statement 0 points</p> <p>Academic Portfolio Creation 0 points</p>	<p>Wednesday January 17</p> <p>Wednesday January 17</p>
<p>MODULE 1</p> <p>Discuss the four major sources of educational law.</p> <p>Recognize and define fundamental legal terminology related to educational law.</p> <p>Access educational law materials using the Internet and ASU Online Library resources.</p> <p>Employ legal citations and other APA citations in submissions.</p> <p>Articulate your professional perspective for this course and how it relates to professional writing expectations.</p>	<p>Zoom Q&A Session with Dr. Murphy from 6:30-7:00 pm CST</p> <p>Foundations of Educational Law Assignment 10 points</p>	<p>Thursday, January 18</p> <p>Sunday January 21</p>
<p>MODULE 2</p> <p>Locate, read, analyze, synthesize, and professionally communicate knowledge of the United States Constitution and the state constitution.</p>	<p>Constitutional Law Discussion Board Initial Post</p>	<p>Thursday January 25</p>

Identify current issues in education with constitutional law implications.	Constitutional Law Peer Responses 10 points	Sunday January 28
MODULE 3 Locate, read, analyze, synthesize, and professionally communicate knowledge of important court decisions that have influenced the educational system. Understand the relationship between judicial law on educational policies and practices.	Zoom Q & A Session with Dr. Murphy from 7:30- 8:00pm CST Judicial Law Case Briefs 15 points	Tuesday, January 30 Sunday February 4
MODULE 4 Identify, analyze, synthesize, and professionally communicate the implications of federal and state statutes on education. Identify current issues in education with statutory law issues and compliance implications.	Statutory Law Paper 15 points	Sunday February 11
MODULE 5 Identify, analyze, synthesize, and professionally communicate the implications of federal, state, local, and professional administrative laws.	Administrative Law Paper 15 points	Sunday February 18
MODULE 6: Identify a current legal liability issue for educational institutions and participate in an informed discussion related to legal liability in education. Describe risk management techniques to reduce potential legal liability for educational institutions.	Legal Liability Discussion Board 5 points	Initial Post Thursday February 22 Peer Responses Sunday February 25

<p>Locate and analyze sources of law that relate to a specific topic.</p> <p>Employ legal citations and other APA citations to create a reference list of laws from the four sources of law.</p>	<p>Educational Law Reference List 10 points</p>	<p>Sunday February 25</p>
<p>MODULE 7</p> <p>Organize and summarize information about law and ethics for a legal guide related to the candidate's professional perspective.</p> <p>Locate and analyze current sources of law related to a specific legal topic.</p>	<p>Professional Legal Guide Slide Presentation 10 points</p>	<p>Sunday March 4</p>
<p>MODULE 8</p> <p>Know and articulate the ethical standards for the profession.</p> <p>Apply an ethical decision making framework when faced with challenging scenarios.</p> <p>Interact with classmates about current legal issues and implications for educators.</p> <p>Present and defend judgments about the information and assignments related to legal and ethical principles and program competencies.</p>	<p>Ethics Reflection 5 points</p> <p>Legal Guide Discussion Board 5 points</p> <p>Course Evaluation 0 points</p> <p>Course Reflection 0 points</p> <p>Permission Statement 0 points</p> <p>Academic Portfolio Submission and Reflection 0 points</p>	<p>Wednesday March 7</p>

Director of Student Disability Services
Office of Student Affairs
(325) 942-2047
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU's Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU's online form at <http://www.angelo.edu/services/title-ix/file-a-complaint.php>.

Syllabus CHANGES

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

ASSIGNMENT OBJECTIVES & DUE DATES

Version Date: Approved for Spring A 2018 Courses



ANGELO STATE UNIVERSITY
Department of Curriculum and Instruction

EDG 6311

INSTRUCTIONAL SUPERVISION

SPRING-A 2018 – DF1

JOHN RUETER, PH.D.

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COURSE INFORMATION

COURSE NUMBER

EDG 6311

COURSE TITLE

Instructional Supervision

COURSE DELIVERY

This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at <http://blackboard.angelo.edu>. The course begins on January 16, 2018, and ends on March 9, 2018.

COURSE DESCRIPTION

This course is designed to acquaint students with current literature regarding instructional supervision including such topics as theories of leadership, communication, change, organization, and decision-making.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR

John Rueter, Ph.D.

Email: john.rueter@angelo.edu

INSTRUCTOR TEAM

Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS

Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES

By the end of the course, the candidate will:

- Gain factual knowledge
- Learn fundamental principles, generalizations, or theories
- Learn to apply course material to improve thinking, problem solving, and decision-making

- Develop specific skills, competencies, and points of view needed by professionals in the fields most closely related to this course
- Acquire skills in working with others as a member of a team
- Develop skill in expressing oneself orally or in writing
- Learn how to find and use resources for answering questions or solving problems
- Develop a clearer understanding of, and commitment to, personal values
- Learn to analyze and critically evaluate ideas, arguments, and points of view
- Acquire an interest in learning more by asking questions and seeking answers

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

RECOMMENDED READINGS

Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS

A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php. Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:

- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

METHODS OF INSTRUCTION

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate's writing skills, presentation skills, collaboration, analysis, and practical application/experience.
- Learning activities may include, critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

CANDIDATE COMMUNICATIONS: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

WRITTEN SUBMISSIONS: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

USE GOOD "NETIQUETTE":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.

- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From "The Net User Guidelines and Netiquette" by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE

Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of access to the Blackboard course will be used as the last date of course attendance for reporting to the Registrar.

ASSIGNMENT SUBMISSION

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn

link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

POLICIES RELATED TO THIS COURSE

All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate and Graduate Catalog
<http://www.angelo.edu/catalogs/>
- Academic Calendar
https://www.angelo.edu/services/registrar_office/academic_calendar.php

ACADEMIC INTEGRITY

Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate's original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

STUDENTS WITH DISABILITIES

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the

benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
(325) 942-2047
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU's Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU's online form at <http://www.angelo.edu/services/title-ix/file-a-complaint.php>.

Syllabus CHANGES

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

ASSIGNMENT OBJECTIVES & DUE DATES

Objectives By the end of the course, the candidate will:	Assignments	Points	Due Dates
<p><u>PRE-MODULE</u></p> <p><u>MODULE 1</u></p> <p>Successfully understand, create, and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	Plagiarism Certificate	0	Thursday, January 18
	Academic Portfolio Creation	0	Thursday, January 18
	Introduction/ Philosophy Discussion Board Post	5	Intro Post: Thursday, January 18 Responses: Sunday, January 21
	Instructional Supervision Model	5	Sunday, January 21
	Padlet Exchange Forum	10 <i>(At the conclusion)</i>	Sunday, January 21
<p><u>MODULE 2</u></p> <p>Apply 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</p>	Demographic Awareness Assignment	15	Sunday, January 28
	Padlet Exchange Forum	10 <i>(At the conclusion)</i>	Sunday, January 28

learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.			
<u>MODULE 3</u> Understand and sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	Campus Improvement Plan	10	Sunday, February 4
	Padlet Exchange Forum	10 <i>(At the conclusion)</i>	Sunday, February 4
<u>MODULE 4</u> Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Develop and supervise the instructional and leadership capacity of school staff.	Instructional Observation Form <i>(This will be your academic portfolio artifact in Module 8!)</i>	15	Sunday, February 11
	Padlet Exchange Forum	10 <i>(At the conclusion)</i>	Sunday, February 11
<u>MODULE 5</u> Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	Instructional Rounds and Professional Standards Assignment	10	Sunday, February 18
	Padlet Exchange Forum	10 <i>(At the conclusion)</i>	Sunday, February 18
<u>MODULE 6</u> Develop and supervise the instructional and leadership capacity of school staff. Develop school capacity for distributed leadership.	Teacher Leadership Assignment	5	Sunday, February 25
	Teacher Leadership Discussion	5	Original Post and Responses: Sunday,

			February 25
	Padlet Exchange Forum	10 (At the conclusion)	Sunday, February 25
<u>MODULE 7</u>	Leadership Styles Assignment	15	Sunday, March 4
Have a solid understanding that educational leaders have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	Padlet Exchange Forum	10 (At the conclusion)	Sunday, March 4
<u>MODULE 8</u>	Padlet Exchange Forum	10	Tuesday, March 6
Demonstrate understanding and analysis of current literature regarding instructional supervision, including such topics as theories of leadership, communication, change, organization, and decision-making.	Academic Portfolio Reflection	0	Wednesday, March 7
	Course Reflection	5	Wednesday, March 7
Present and defend judgments about the information and assignments related to instructional supervision.	Course Evaluation	0	Wednesday, March 7

Version Date: Approved for Spring A 2018 Courses

ASU College of Education
Department of Curriculum and Instruction
EDG 6341- Role of the Principal – DM1
Course Syllabus

Day(s), Time & Location - Distance

E-Hours - The instructor is available via email using only your Rammal/Angelo email address (angelo.edu). You should receive a response within 24 hours.

Please post all questions related to assignments in the Class Cafe. Send an email for other questions. Email is the most accessible way to contact all instructors. While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

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Course Description

Designed to acquaint the student with the organization, program, curriculum, plant supervision, and education procedures for the elementary, middle, and senior high school.

Required Reference Book

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Student Learning Outcomes

By the end of the course, the candidate will:

- Gain factual knowledge
- Learn fundamental principles, generalizations, or theories
- Learn to apply course material to improve thinking, problem solving, and decision-making
- Develop specific skills, competencies, and points of view needed by professionals in the fields most closely related to this course
- Acquire skills in working with others as a member of a team
- Develop skill in expressing oneself orally or in writing
- Learn how to find and use resources for answering questions or solving problems
- Develop a clearer understanding of, and commitment to, personal values
- Learn to analyze and critically evaluate ideas, arguments, and points of view
- Acquire an interest in learning more by asking questions and seeking answers

Methods of Instruction

Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are

expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on

productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates' Participation:

Candidates should participate actively and enthusiastically in all online discussions and course activities while following the requirements of each specific module. Course activities may include, but are not limited to, discussion boards, presentations, journals, and other opportunities to show content mastery through assignment submissions and interaction with other candidates and faculty.

2. Candidates' Written Work:

- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.

- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
- Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates' Communication:

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings

Provided within Blackboard modules
APA Manual

Communication

Candidates must communicate with all instructors via only the ASU e-mail system. Candidates must also access and use Blackboard, Rampart, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

Research Writing Style

In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, in other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at www.apa.org.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

If a template is provided follow those instructions.

Attendance Policy

When prompted by learning modules, discussion boards,

PowerPoint presentations, or at any other direction for participation, **the minimum response from each candidate** is: (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates' postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor's insights.

Absences for Observance of Religious Holy Day

Students can find information on the observance of religious holy days in Operating Policy 10.19. Because of the online nature of this course, there is not a specific attendance requirement.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the candidate's responsibility to initiate such a request by

contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU's Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU's online form at <http://www.angelo.edu/services/title-ix/file-a-complaint.php>

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding Academic Integrity policies, which are contained in the Student Handbook at <http://www.angelo.edu/student-handbook/>.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Grading & Assignments

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%
B= 80-89%
C= 70-79%
F = below 70%

Late Assignments

All activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

Assignment Objectives & Due Dates

More detail and specific due dates for assignments will be posted in Blackboard.

Week	Topic	Objectives By the end of the course, the candidate will:	Readings	Assignments	Points	Due Dates
<p><i>Certify Teacher Exam – Work on throughout the course. Complete by Sunday, October 8.</i></p>						
1	Module 1	Apply 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 students' 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; 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. <i>ELCC Building Level Standard 5.0</i>	Readings are located in Blackboard	Plagiarism Certificate Academic Portfolio Creation Introductions and Responses	0 0 40	Wednesday, August 23 Wednesday, August 23 Intro Post: Thursday, August 24 Responses: Sunday, August 27
					100	Sunday,

2	Module 2	ELCC Standards 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0 Texas Principal Competencies 001, 002, 003, 004, 005, 006, 007, 008, and 009	Foundations of Educational Administrative Standards	100	Sunday, September 3	August 27
3	Module 3	Compare and contrast how principal competencies relate to Personal Learning Communities.	Compare and Contrast Paper	100	Sunday, September 10	
4	Module 4	Develop training based on research-based knowledge.	Learning Environments Training	50	Sunday, September 17	
5	Module 5	Evaluate demographics of district and determine interests and needs that positively affect student learning.	Demographics and Needs	100	Sunday, September 24	
6	Module 6	Integrate ethical and legal codes with principal competencies to promote fairness and success.	Ethics and Rights	50	Sunday, October 1	

7	Module 7	Collaborate with administrator to determine effective communication strategies		How do administrators communicate district vision? (Interview)	100	Sunday, October 8
Complete Certify Teacher Exam					310	Sunday, October 8
8	Module 8	Present and defend judgments about the information and assignments related to the role of the principal.		Academic Portfolio Reflection	50	Wednesday, October 11
				Course Evaluation	0	
				Course Reflection	0	

ASU College of Education
 Department of Curriculum and Instruction
 EDG 6344 School District Resource
 Management
 Course Syllabus

Day(s), Time & Location - Online E-Hours - The instructor is available via email using only your Rammal/Angelo email address (angelo.edu). You should receive a response within 24 hours.

Please post all questions related to assignments in the Class Cafe. Send an email for other questions. Email is the most accessible way to contact all instructors. While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

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Course Description

Online course. Designed to develop knowledge and skills related to district budget procedures, revenues, state, county and school district finance. Other problems related to the history of public school financing, legislative actions and financing public education will be included. Prerequisite: Principal Certificate and permission of the Professor.

Required Text

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Learning Objectives and Outcomes

By the end of the course, the candidate will:

- Compose an introduction and communicate with other candidates.
- Demonstrate their knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.
- Formulate the initiatives (goals) necessary to motivate staff, parents, students, and board and community members to achieve the school or district's vision by involving all stakeholders in collaborative discussions.
- Manage organizations by using research-based knowledge of learning, teaching, student development, organizational development, data management, and assessment to optimize learning.
- Manage resources by focusing on effective organization and management of finances, personnel, and materials as well as by giving priority to student learning and safety in the school district.
- Manage operations by involving appropriate personnel in conducting routine functions and setting priorities to maximize ownership and instructional accountability.
- Possess the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Possess the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school vision of district vision of learning supported by the school community.
- Possess the knowledge and ability to support the success of all students by promoting and maintaining a

positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.

Methods of Instruction

Since this course is primarily online, students (candidates) are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the student (candidate), to develop the student's (candidate's) capacity for independent study, to familiarize students (candidates) with past and current research, to train the student (candidate) in the techniques of research, and to enable the student (candidate) to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only students (candidates) with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The student (candidate) cannot be content solely with earning acceptable grades. The student (candidate) must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates' Participation:

Candidates should participate actively and enthusiastically in all online discussions. Readings and learning experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the **minimum response from each student (candidate) is:** (1) to post a thoughtful well-developed and supported response to the original or initial posting and/or question; and (2) to post two responses that encourages continued discussion to another students' (candidates') initial postings. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor's insights.

2. Candidates' Written Work:

- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.

- Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates' Communication:

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

All activities should be submitted as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

Communication

Candidates must communicate with all instructors via only the ASU e-mail system. Candidates must also access and use Blackboard, Rampart, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions. Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

Required Readings

Provided within Blackboard modules.
APA Manual

Evaluation

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A = 90-100%
B = 80-89%
C = 70-79%
F = below 70%

Research Writing Style

In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, in other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at www.apa.org.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

If a template is provided follow those instructions.

Assignments

More detail and specific due dates for assignments will be posted in Blackboard.

Module	Assignment	%	Description
Pre-Module	Syllabus and Plagiarism Statement	0	Review the syllabus and complete the plagiarism statement.
Module 1	Introductions	5	Introduce yourself and respond to peers
	Vision Statement Assignment	10	Compose a vision statement for your school district
Module 2	S.M.A.R.T. Goals Assignment	15	Compose S.M.A.R.T. goals for both instructional practices and professional development
Module 3	Financial Management	15	Synthesize the information found in the Info Brief and Introduction to

Module	Assignment	%	Description
Module 4	Personnel Management	10	School Finance in Texas and compose a summation of your findings Complete the 4-A's activity and a synopsis of personnel management
Module 5	Facilities Management	10	Conduct an interview and complete the analysis and plan of action
Module 6	Curriculum Oversight Presentation	10	Create a presentation regarding the importance and impact of a guaranteed viable curriculum from an administrative perspective.
Module 7	Synthesis of School Management	15	Compose a synopsis regarding the relationship between each component of

Module	Assignment	%	Description
Module 8	Course Evaluation and Reflection	10	the school district resource management Present and defend judgments for course objectives

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's (candidate's) responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Mrs. Dallas Swafford
 Director of Student Development
 Office of Student Affairs
 University Center, Suite 112
 325-942-2047 Office
 325-942-2211 FAX
Dallas.Swafford@angelo.edu

Attendance Policy

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates' postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor's insights.

Persons Seeking Accommodations

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students (Candidates) are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

ASU College of Education
 Department of Curriculum and Instruction
 EDG 6345 Human Relationships in
 Educational Administration
 Course Syllabus

Day(s), Time & Location - Online
E-Hours - The instructor is available via email using only your Rammai/Angelo email address (angelo.edu). You should receive a response within 24 hours.

Please post all questions related to assignments in the Class Cafe. Send an email for other questions. Email is the most accessible way to contact all instructors. While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

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Course Description

An online course designed to explore the administrator's professional relationships with teachers, parents, students, principals, other educational employees in the district, and the School board. Personnel and Human Resources areas as well as Staff Development are included in the course. Leadership opportunities abound in these areas and will be included in activities. Prerequisite: Principal Certificate and permission of the Professor.

Required Text

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Learning Objectives and Outcomes

The resources and activities in Human Relationships in Educational Administration are built to correlate with the standards, indicators, knowledge, and skills of school superintendents and principals. Texas Education Agency's Principal Standards can be accessed at <http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html>

Methods of Instruction

Since this course is primarily online, students (candidates) are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the student (candidate), to develop the student's (candidate's) capacity for independent study, to familiarize students (candidates) with past and current research, to train the student (candidate) in the techniques of research, and to enable the student (candidate) to

relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

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- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
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Required Readings

Provided within Blackboard modules.
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Evaluation

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%
B= 80-89%

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C= 70-79%
F = below 70%

Association (6th ed.). Washington, DC: American Psychological Association.

All activities should be submitted as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

If a template is provided follow those instructions.

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Assignments

More detail and specific due dates for assignments will be posted in Blackboard.

Assignment	Points	Description
Plagiarism	0	Develop ability to understand and avoid plagiarism.
Vision as the Compass	15	Cultivate your own personal leadership vision
Hidden History	15	Understanding the rich tapestry of school and community culture
Instructional, Curricular, and Assessment Leadership	10	Review in the shifts in instructional, curricular, and assessment leadership
SWOT Analysis of Human and Material Resource Management	15	Analyze the mechanisms of human and material resource management of a school district
Campus and Central Office Collaboration	10	Importance of collaboration between school campuses and central office
Parents and the Greater Community	15	Communication practices and the importance of cultivating a positive relationship

Working With the Media	10	Establishing a positive relationship with the media
Course Reflection	10	Reflection of course modules

Attendance Policy

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Mrs. Dallas Swafford
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ANGELO STATE UNIVERSITY
Department of Curriculum and Instruction

EDG 6347

Practicum in School Administration

SPRING 2018

Tia L. Agan, Ed.D.

SYLLABUS TABLE OF CONTENTS

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COURSE INFORMATION

COURSE NUMBER

EDG 6347

COURSE TITLE

Practicum in School Administration

COURSE DELIVERY

This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at <http://blackboard.angelo.edu>. The course begins on January 16, 2018 and ends on May 11, 2018.

COURSE DESCRIPTION

Designed to provide a field experience in school administration with emphasis on instructional leadership at different grade levels, public relations, personnel administration, and business management under the supervision of a field supervisor. (160 clock hours) Grading will be either pass or fail. (May be repeated for credit.)

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR

Tia L. Agan, Ed.D.

Email: tagan@angelo.edu

INSTRUCTOR TEAM

Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS

Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES

By the end of the course, the candidate will:

- Assess progress
- Determine areas of improvement needed
- Measure hours completed
- Evaluate based on objectives

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

TaskStream Account.

Texas candidates must self-enroll in TaskStream. (Self-Enrollment Instructions will be posted in Blackboard.)

If you do not have a TaskStream account you will need to go to www.taskstream.com to purchase an account. After that is done you will need to Self-Enroll in your program.

If you have any problems subscribing to an account call 1-800-311-5656.

RECOMMENDED READINGS

Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS

A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php.

Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:

P = above 70% and completion of all assignments

F = below 70% or incomplete assignments

**All assignments must be completed to receive a P.

METHODS OF INSTRUCTION

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate's writing skills, presentation skills, collaboration, analysis, and practical application/experience.

- Learning activities may include, critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

CANDIDATE COMMUNICATIONS: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

WRITTEN SUBMISSIONS: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

USE GOOD "NETIQUETTE":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From "The Net User Guidelines and Netiquette" by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE

Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of access to the Blackboard course will be used as the last date of course attendance for reporting to the Registrar.

ASSIGNMENT SUBMISSION

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

POLICIES RELATED TO THIS COURSE

All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate and Graduate Catalog
<http://www.angelo.edu/catalogs/>
- Academic Calendar
https://www.angelo.edu/services/registrars_office/academic_calendar.php

ACADEMIC INTEGRITY

Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate's original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

STUDENTS WITH DISABILITIES

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate

such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
 Director of Student Disability Services
 Office of Student Affairs
 (325) 942-2047
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at <http://www.angelo.edu/services/title-ix/file-a-complaint.php>.

Syllabus CHANGES

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

ASSIGNMENT OBJECTIVES & DUE DATES

Assignments	Points	Description
Acknowledgement of Expectations, Code of Ethics, and Supervisor Information	0	Review information and expectations of course, acknowledge understanding,

		submit supervisor information.
Log 1	10	Measure hours completed in each standard.
Field Supervisor Evaluation 1	10	Assess progress and determine areas of improvement needed.
Practicum Reflection 1	10	Describe how three of the experiences helped shape your understanding of the role.
Log 2	10	Measure hours completed in each standard.
Field Supervisor Evaluation 2	10	Assess progress and determine areas of improvement needed.
Practicum Reflection 2	10	Describe how three of the experiences helped shape your understanding of the role.
Log 3	10	Measure hours completed in each standard.
Field Supervisor Evaluation 3	10	Assess progress and determine areas of improvement needed.
Practicum Reflection 3	10	Describe how three of the experiences helped shape your understanding of the role.
Final Self-Evaluation	10	Complete Self-Evaluation to reflect upon competence and understanding of the standards in relation to future role.
Course Evaluation	0	Review activities completed and tie into course objectives.

Version Date: Approved for Spring A 2018 Courses