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Day(s), Time & Location - Distance

E-Hours - The instructor is available via email using only your Rammail/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.

Course Description
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.
Required Reference Book

Student Learning Outcomes
By the end of the course, the student (candidate) will:
• Be able to identify and analyze a variety of methods to ensure every student receives high-quality instruction as a result of his or her instructional leadership.
• Be able to plan and design programs to ensure effective utilization of human capital by developing high quality faculty and staff throughout the campus.
• Demonstrate mastery of content through understanding continuous improvement, with a consistent focus on and commitment to improving student learning outcomes under his or her leadership.
• Be able to analyze and evaluate the campus culture, and establish and implement a shared vision of high expectations for all faculty, staff, and students.
• Be able to create professional development training to implement systems that align with the school's vision and improve the quality of student learning outcomes.

The resources and activities in Human Relationships in Educational Administration correlate with the standards, indicators, knowledge, and skills of educational leaders, based upon the Texas Education Agency’s Principal Standards:
State of Texas Principal Standards

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. 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 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 student's (candidate's) 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.

**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, Ramport, 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](http://www.apa.org).


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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>below 70%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Premodule</td>
<td>Review and confirm understanding of plagiarism and academic misconduct.</td>
<td>Plagiarism Statement</td>
<td>0</td>
<td>Wednesday, October 25, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 1</td>
<td>Create an academic portfolio to document a student’s progress toward program competencies.</td>
<td>Academic Portfolio Creation</td>
<td>0</td>
<td>Wednesday, October 25, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce yourself to your peers.</td>
<td>Introductions</td>
<td>5</td>
<td>Initial Post: Friday, October 27</td>
<td></td>
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<td></td>
<td></td>
<td>Create concept for professional development training to implement systems that align with the school’s vision and improve the quality of student learning outcomes</td>
<td>PowerPoint Proposal: Designing &amp; Creating Professional Development Workshop</td>
<td>10</td>
<td>Initial Post: Friday, October 27</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Course materials and readings are located in the various modules</td>
<td>Hidden History / Campus Culture (Turnitin Paper)</td>
<td>10</td>
<td>Sunday, November 5, 2017</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Module 2</td>
<td>Be able to analyze and evaluate the campus culture, and establish and implement a shared vision of high expectations for all faculty, staff, and students.</td>
<td>Analyzing School Leadership Skills (Graphic Organizer)</td>
<td>10</td>
<td>Sunday, November 12, 2017</td>
<td></td>
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<tr>
<td>3</td>
<td>Module 3</td>
<td>Be able to identify and analyze a variety of methods to ensure every student receives high-quality instruction as a result of his or her instructional leadership.</td>
<td>Managing Human &amp; Material Resources (Personal &amp; Organizational SWOT Analysis &amp; Reflection)</td>
<td>10</td>
<td>Sunday, November 19, 2017</td>
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<tr>
<td>4</td>
<td>Module 4</td>
<td>Be able to plan and design programs to ensure effective utilization of human capital by developing high quality faculty and staff throughout the campus.</td>
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<tr>
<td>Module</td>
<td>Date</td>
<td>Time</td>
<td>Assignment Details</td>
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<td>5</td>
<td>Sunday, November 26, 2017</td>
<td>10</td>
<td>Demonstrate mastery of content through understanding continuous improvement, with a consistent focus on and commitment to improving student learning outcomes under his or her leadership.</td>
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<td>6</td>
<td>Sunday, December 3, 2017</td>
<td>10</td>
<td>Be able to analyze and evaluate the campus culture, and establish and implement a shared vision of high expectations for all faculty, staff, and students.</td>
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<tr>
<td>7</td>
<td>Sunday, December 10, 2017</td>
<td>10</td>
<td>Be able to identify and analyze a variety of methods to ensure every student receives high-quality instruction as a result of his or her instructional leadership.</td>
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<tr>
<td>8</td>
<td>Tuesday, December 12, 2017</td>
<td>20</td>
<td>Be able to analyze and evaluate the campus culture, and establish and implement a shared vision of high expectations for all faculty, staff, and students.</td>
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**Academic Portfolio Artifact Submission and Reflection**

- **Final Project:** 13-15 minute Professional Development Workshop Presentation
- **Academic Portfolio Artifact Submission and Reflection:** 0
- **Course Evaluation:** 0
- **Course Reflection:** 5

**Present and defend judgments about the information and assignments related to human relationships in educational administration.**