Table of Contents
Course Description .......................................................... 1
Learning Objectives and Outcomes .................................. 2
Methods of Instruction ...................................................... 2
Course Requirements ........................................................ 2
  1. Candidates’ Participation: ........................................... 3
  2. Candidates’ Written Work: .......................................... 3
  3. Candidates’ Communication: ..................................... 3
Required Readings ............................................................ 4
Research Writing Style ..................................................... 4
Assignments ...................................................................... 4
Attendance Policy ............................................................. 4
Persons Seeking Accommodations .................................... 5
Academic Honesty ............................................................ 5
Title IX ............................................................................ 5

Day(s), Time & Location - Online
E-Hours - The instructor is available via email using only your Ram mail/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
This course is designed to acquaint the candidate to competencies that encompass organization, program, curriculum, plant supervision, and education procedures for Texas school superintendents.

Required Text
Learning Objectives and Outcomes
By the end of the course, the candidate will:

- Compare and contrast types of plagiarism and how to avoid plagiarism
- Connect each of the principal competencies with real-world application
- Collaborate with administrator to determine effective communication strategies.
- Compare and contrast how principal competencies relate to Personal Learning Communities
- Develop training based on research-based knowledge
- Evaluate demographics of district and determine interests and needs that positively affect student
- Integrate ethical and legal codes with principal competencies to promote fairness and success
- Describe effective plan to advocate programs and policies

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.

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.
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.
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%

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, 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.


If a template is provided follow those instructions.

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

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.

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

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.

Title IX at Angelo State University:
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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of
You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**E-Mail:** michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First Semester</td>
</tr>
<tr>
<td>Week 1</td>
<td>Repository Verification Submission</td>
<td>Create and organize a repository that will house candidate assignments, resources, and other information.</td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction Discussion Board</td>
<td>Acquaint oneself with other candidates in the course, and communicate professionally in an online forum.</td>
</tr>
<tr>
<td>Week 1</td>
<td>Certify Teacher Practice Test Submission</td>
<td>Obtain a formal benchmark performance on the TExES Superintendent and Certify Teacher.</td>
</tr>
<tr>
<td>Weeks 2-4</td>
<td>Ethics Assignment</td>
<td>Explore and consider the superintendent’s role in promoting the success of all students by integrating ethics with the TExES Superintendents competency 001 and its descriptive statements.</td>
</tr>
<tr>
<td>Weeks 2-4</td>
<td>Ethics IRAC Model</td>
<td></td>
</tr>
<tr>
<td>Weeks 2-4</td>
<td>Ethics Module Reflection</td>
<td></td>
</tr>
<tr>
<td>Weeks 5-7</td>
<td>Vision Assignment</td>
<td>Ensure that candidates understand that a vision is what shapes a district's culture, and that a superintendent fosters and supports that vision by facilitating the development, articulation, implementation, and stewardship of a vision of learning understood and supported by the educational community.</td>
</tr>
<tr>
<td>Weeks 5-7</td>
<td>Vision IRAC Model</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Weeks 5-7</td>
<td>Vision Module Reflection</td>
<td></td>
</tr>
<tr>
<td>Weeks 8-10</td>
<td>Communication Assignment</td>
<td>Ascertain a solid understanding of the importance of communication and collaboration with families and community members, and respond to diverse community interests and needs.</td>
</tr>
<tr>
<td>Weeks 8-10</td>
<td>Communication IRAC Model</td>
<td></td>
</tr>
<tr>
<td>Weeks 8-10</td>
<td>Communication Module Reflection</td>
<td></td>
</tr>
<tr>
<td>Weeks 11-13</td>
<td>School Board Assignment</td>
<td>Interact with an active school board member and seek their perspective of working with a school superintendent to achieve the district's educational vision.</td>
</tr>
<tr>
<td>Weeks 11-13</td>
<td>School Board IRAC Model</td>
<td></td>
</tr>
<tr>
<td>Weeks 11-13</td>
<td>School Board Module Reflection</td>
<td></td>
</tr>
<tr>
<td>Weeks 14-16</td>
<td>Curriculum Assignment</td>
<td>Ensure that each candidate ascertains that a superintendent has the ultimate responsibility of facilitating and planning the implementation of strategic planning that enhances teaching and learning through alignment of curriculum and curriculum resources &amp; assessments</td>
</tr>
<tr>
<td>Weeks 14-16</td>
<td>Curriculum IRAC Model</td>
<td></td>
</tr>
<tr>
<td>Weeks 14-16</td>
<td>Curriculum Module Reflection</td>
<td></td>
</tr>
</tbody>
</table>

Second Semester 2018
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignment Description</th>
<th>Credits</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-19</td>
<td>Student Learning &amp; Professional Growth Assignment</td>
<td>45</td>
<td>Sunday, End of Week 19</td>
</tr>
<tr>
<td>17-19</td>
<td>Student Learning IRAC Model</td>
<td>22.5</td>
<td>Sunday, End of Week 19</td>
</tr>
<tr>
<td>17-19</td>
<td>Student Learning Module Reflection</td>
<td>22.5</td>
<td>Sunday, End of Week 19</td>
</tr>
<tr>
<td>20-22</td>
<td>Staff Supervision Assignment</td>
<td>45</td>
<td>Sunday, End of Week 22</td>
</tr>
<tr>
<td>20-22</td>
<td>Staff Supervision IRAC Model</td>
<td>22.5</td>
<td>Sunday, End of Week 22</td>
</tr>
<tr>
<td>20-22</td>
<td>Staff Supervision Module Reflection</td>
<td>22.5</td>
<td>Sunday, End of Week 22</td>
</tr>
<tr>
<td>23-25</td>
<td>Management Assignment Focus and research the financial responsibilities associated with the school superintendent post, and respond to interview questions about financial accountability as the superintendent of a school district.</td>
<td>45</td>
<td>Sunday, End of Week 25</td>
</tr>
<tr>
<td>23-25</td>
<td>Management IRAC Model</td>
<td>22.5</td>
<td>Sunday, End of Week 25</td>
</tr>
<tr>
<td>23-25</td>
<td>Management Module Reflection</td>
<td>22.5</td>
<td>Sunday, End of Week 25</td>
</tr>
<tr>
<td>26-28</td>
<td>Physical Plant Assignment Assume the role of a superintendent to see how you would apply the principles of leadership and management to areas of physical plant issues.</td>
<td>45</td>
<td>Sunday, End of Week 28</td>
</tr>
<tr>
<td>26-28</td>
<td>Physical Plan IRAC Model</td>
<td>22.5</td>
<td>Sunday, End of Week 28</td>
</tr>
<tr>
<td>26-28</td>
<td>Physical Plant Module Reflection</td>
<td>22.5</td>
<td>Sunday, End of Week 28</td>
</tr>
<tr>
<td>29-31</td>
<td>Accountability Assignment Ascertaining a solid understanding and demonstrate their knowledge as a</td>
<td>45</td>
<td>Sunday, End of Week 31</td>
</tr>
<tr>
<td>Weeks 29-31</td>
<td>Accountability IRAC Model</td>
<td>22.5</td>
<td>Sunday, End of Week 31</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
<td>------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Weeks 29-31</td>
<td>Accountability Module Reflection</td>
<td>22.5</td>
<td>Sunday, End of Week 31</td>
</tr>
<tr>
<td>Week 32</td>
<td>Course Completion Survey</td>
<td>30</td>
<td>Wednesday, of Week 32</td>
</tr>
</tbody>
</table>

A=900-1,000 Points  
B=800-899 Points  
C=700-799 Points  
D=600-699 Points  
F=<600 Points

**You must make a B or better for this course in order to be approved to take the TEEX Superintendent Exam.**