# EDG 6948 Role of the Superintendent

## Spring 2020

Casey Callahan, Ed.D.

## SYLLABUS TABLE OF CONTENTS

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COURSE INFORMATION

COURSE NUMBER
EDG 6948

COURSE TITLE
Role of the Superintendent

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 13, 2020 and ends on August 19, 2020.

COURSE DESCRIPTION
Designed to acquaint the candidate with the organization, program, curriculum, plant supervision, finance and education procedures, and community relations. Focus is on Texas Superintendent Competencies.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Casey Callahan, Ed.D.
Email: casey.callahan@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

COMPLIANCE
To comply with 19 TAC § 228.30, the curriculum for this course is based on approved educator standards and ethical codes. The following national and state standards are addressed in the course, and a full description of the standards and competencies can be accessed using the provided links:
• National Educational Leadership Preparation Program Standards (NELP)
• 19 TAC § 242.10 Preparation Program Requirements for Superintendent Certification
• 10 TAC § 247.2 Code of Ethics and Standard Practice for Texas Educators
• CAEP Standards for Accreditation at the Advanced-Level

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

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

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, but are not limited to 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 😂 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**
Courses in the Department of Curriculum & Instruction are distance courses. Distance courses are different than correspondence courses; they require regular and timely participation, interaction, and engagement from the candidate and instructor(s). 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.

Faculty are required to confirm attendance of candidates in a course at the beginning of each term to the ASU Registrar Office as part of complying with regulations regarding the administration of federal financial aid. In accordance with ASU processes and federal regulations, academic attendance in a course is considered active engagement which includes but is not limited to submitting an academic assignment or participating in an online discussion in the course about academic matters. Logging into an online course without active participation does not meet academic attendance requirements. The last date of course attendance for reporting to the Registrar will be the last date of active engagement in the course.

LIBRARY RESOURCES
Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at www.angelo.edu/services/library/. Information on library resources is available in the Orientation tab of each course. All candidate can also use the Ask A Librarian research support feature.

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 INTEGRITY

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

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.

Candidates are expected to know and understand behaviors that can constitute academic misconduct. An academic integrity module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete an Academic Integrity Statement of Understanding acknowledging that the candidate has read and agrees to the Academic Integrity Standards, has passed the Academic Integrity Quiz with a score of 90% or higher, and understands the penalties associated with violations of the academic integrity standards.

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, ideas, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Academic Penalties for Academic Misconduct

The consequences for academic misconduct include, but are not limited to,

- Reduced score for the original assignment
- Zero (0) or no credit for the original assignment
- Make-up assignment different than the original assignment
- Failing grade for the course resulting in (F) on transcript and transcript notation
- Removal from internships or practicums
- Permanent or time-limited dismissal from the academic program and/or department and transcript notation
- Loss of departmental/graduate eligibility for financial aid and other awards, endorsements.
- Notification of certification board
- Documentation of professional disposition concerns
- Referral to Student Affairs for violations of the Angelo State University Student Handbook

**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 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. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual
Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, you are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title_ix.

BASIC NEEDS
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs Center (multicultural@angelo.edu; 325-942-2729).

The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that they may possess.

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

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<tr>
<td><strong>Week 1</strong></td>
<td>Repository Verification Submission</td>
<td>Create and organize a repository that will house candidate assignments, resources, and other information.</td>
<td>20</td>
<td>Sunday, End of Week 1 (Jan 19)</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction Discussion Board</td>
<td>Acquaint oneself with other candidates in the course, and communicate professionally in an online forum</td>
<td>20</td>
<td>Sunday, End of Week 1 (Jan 19)</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Certify Teacher Practice Test Submission</td>
<td>Obtain a formal benchmark performance on the TExES Superintendent Exam via Certify teacher</td>
<td>30</td>
<td>Sunday, End of Week 1 (Jan 19)</td>
</tr>
<tr>
<td><strong>Weeks 2-4</strong></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 Superintendent competency 001 and its descriptive statements.</td>
<td>45</td>
<td>Sunday, End of Week 4 (Feb 9)</td>
</tr>
<tr>
<td><strong>Weeks 2-4</strong></td>
<td>Ethics IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 4 (Feb 9)</td>
</tr>
<tr>
<td><strong>Weeks 2-4</strong></td>
<td>Ethics Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 4 (Feb 9)</td>
</tr>
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<td><strong>Weeks 5-7</strong></td>
<td>Vision Assignment</td>
<td>Ensure that candidates understand that a vision is what shapes a district’s culture, and that a superintendent must foster and support that vision by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is understood and supported by the educational community.</td>
<td>45</td>
<td>Sunday, End of Week 7 (March 1)</td>
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<tr>
<td>Weeks 5-7</td>
<td>Vision Module Reflection</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 7 (March 1)</td>
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<tr>
<td>Weeks 5-7</td>
<td>Vision Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 7 (March 1)</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>
<td>45</td>
<td>Sunday, End of Week 10 (March 22)</td>
</tr>
<tr>
<td>Weeks 8-10</td>
<td>Communication IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 10 (March 22)</td>
</tr>
<tr>
<td>Weeks 8-10</td>
<td>Communication Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 10 (March 22)</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>
<td>45</td>
<td>Sunday, End of Week 13 (Apr 12)</td>
</tr>
<tr>
<td>Weeks 11-13</td>
<td>School Board IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 13 (Apr 12)</td>
</tr>
<tr>
<td>Weeks 11-13</td>
<td>School Board Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 13 (Apr 12)</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</td>
<td>45</td>
<td>Sunday, End of Week 16 (May 3)</td>
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<tr>
<td>Weeks</td>
<td>Module</td>
<td>Description</td>
<td>Points</td>
<td>Deadline</td>
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<tr>
<td>Weeks 14-16</td>
<td>Curriculum IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 16 (May 3)</td>
</tr>
<tr>
<td>Weeks 14-16</td>
<td>Curriculum Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 16 (May 3)</td>
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<tr>
<td>Summer Semester</td>
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<tr>
<td>Weeks 17-19</td>
<td>Student Learning &amp; Professional Growth Assignment</td>
<td>Demonstrate how superintendents show evidence of progress toward completion of the professional growth of faculty &amp; staff that is supported by summative evidence completion at the end of a professional development series.</td>
<td>45</td>
<td>Sunday, End of Week 19 (May 24)</td>
</tr>
<tr>
<td>Weeks 17-19</td>
<td>Student Learning IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 19 (May 24)</td>
</tr>
<tr>
<td>Weeks 17-19</td>
<td>Student Learning Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 19 (May 24)</td>
</tr>
<tr>
<td>Weeks 20-22</td>
<td>Staff Supervision Assignment</td>
<td>Construct a viable staff supervision model that supports and enhances student learning and professional growth.</td>
<td>45</td>
<td>Sunday, End of Week 22 (Jun 14)</td>
</tr>
<tr>
<td>Weeks 20-22</td>
<td>Staff Supervision IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 22 (Jun 14)</td>
</tr>
<tr>
<td>Weeks 20-22</td>
<td>Staff Supervision Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 22 (Jun 14)</td>
</tr>
<tr>
<td>Weeks 23-25</td>
<td>Management Assignment</td>
<td>Focus and research the financial responsibilities associated with the school superintendent post, and respond to</td>
<td>45</td>
<td>Sunday, End of Week 25 (July 5)</td>
</tr>
<tr>
<td>Weeks 23-25</td>
<td>Management IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>25.5</td>
<td>Sunday, End of Week 25 (July 5)</td>
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<tr>
<td>Weeks 23-25</td>
<td>Management Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>25.5</td>
<td>Sunday, End of Week 25 (July 5)</td>
</tr>
<tr>
<td>Weeks 26-28</td>
<td>Physical Plant Assignment</td>
<td>Assume the role of a superintendent to see how you would apply the principles of leadership and management to areas of physical plant issue.</td>
<td>45</td>
<td>Sunday, End of Week 28 (July 26)</td>
</tr>
<tr>
<td>Weeks 26-28</td>
<td>Physical Plant IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 28 (July 26)</td>
</tr>
<tr>
<td>Weeks 26-28</td>
<td>Physical Plant Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 28 (July 26)</td>
</tr>
<tr>
<td>Weeks 29-31</td>
<td>Accountability Assignment</td>
<td>Ascertain a solid understanding and demonstrate the knowledge gained that a superintendent must apply to organizational, decision-making, and problem-solving skills to comply</td>
<td>45</td>
<td>Sunday, End of Week 31 (Aug 16)</td>
</tr>
<tr>
<td>Weeks 29-31</td>
<td>Accountability IRAC Model</td>
<td>Complete an Introduction, Research, Application, and Conclusion analysis for an empirical or peer review article.</td>
<td>22.5</td>
<td>Sunday, End of Week 31 (Aug 16)</td>
</tr>
<tr>
<td>Weeks 29-31</td>
<td>Accountability Module Reflection</td>
<td>Evaluate the module infrastructure and offer feedback about the module/course.</td>
<td>22.5</td>
<td>Sunday, End of Week 31 (Aug 16)</td>
</tr>
<tr>
<td>Week 32</td>
<td>Course Completion Survey</td>
<td>Reflect of the course structure and offer feedback</td>
<td>30</td>
<td>Wednesday of Week 31 (Aug 19)</td>
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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 in this course in order to be approved to take the TExES Superintendent Exam**

*Version Date: Approved for Spring 2020 Courses*