



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College

Department of Educational Leadership & Policy Analysis

ELPA – 6020 Seminar in Educational Supervision

Spring 2021—Section 901

Textbooks:

Readings, PowerPoint presentations, audio, and videos will be provided free online through D2L. You may print these readings at your own cost if you need a hard copy; otherwise, you may read/view online.

There is no required textbook for this course. The required readings are provided for free and are posted in the individual modules. You are required to read these materials each week and participate in related activities.

Course Description:

ELPA – 6020 Seminar in Educational Supervision - Credits: 3 Prerequisites: None

Catalog Description:

An examination of problems and issues in supervision. Emphasizes evolving concepts of supervision and strategies and practices of promoting instructional change.

Extended Description:

Community College leaders will use leadership theory to demonstrate understanding of supervisory practices that communicate excellence in staffing, programs, resource allocations, and services. The course provides multiple vantage points to read, review, synthesize, and critically think/respond to its practical and theoretical underpinnings. The foci of the course is to develop community college leaders into well-rounded post-secondary education scholars. The community college leader in the 21st century faces more internal organizational opportunities than ever before as community colleges and

the needs of their internal operations evolve. Today's community college leader must have a working awareness of internal relations and a working understanding of the associated factors that will inform the future development of American Higher Education. To these ends, coursework builds from a survey of the literature to online seminar-format discussions.

Relationship of Course to College and Program Philosophy and Goals:

The mission of the Clemmer College of Education at East Tennessee State University is to educate competent, ethical, and socially responsible professionals who are committed to improving the human condition through enhancing teaching and learning, physical and mental health, and leadership. Through research, scholarship, and partnerships with schools and human service organizations, the college is committed to developing effective approaches to address problems and issues in professional fields. Within the context of our mission, this course introduces students to the knowledge and skills associated with competent and ethical personnel management, internal relations, supervision, and administration at postsecondary institutions.

Course Purpose and Rationale:

This course is aligned with the conceptual framework for the Clemmer College of Education. The content knowledge in this course pulls from general knowledge and experiences to explore human reality and existence through the unique purposes of the higher education supervisory and internal relations contexts.

Course objectives: During this course, students will...

1. Analyze internal relations topics through practical case studies and related literature study;
2. Examine staffing, communication, resource allocation, and services and their impact institutions and organizations today;
3. Summarize supervisory background literature for subsequent in-depth study of supervision in the field of Community College Leadership;
4. Synthesize critical perspectives on higher education literature;
5. Identify leadership and supervisory skills necessary for leadership careers in colleges or universities;
6. Examine and develop leadership skills and strengths;
7. Discuss contemporary issues faced by college and university administrators;
8. Explain the purposes and functions of an administrative units in detail; and
9. Describe the culture of and evaluate effectiveness metrics of higher education administrative units.

Course Website:

This section of ELPA is offered online using the D2L Learning Management System. When you log on, you are taken to a page where you should select the homepage for

the course. There you will find links to the different modules for the course. Each module is a unit encompassing a learning objective. There is an introduction module, and 10 content modules in this course.

The Introduction Module includes important information about the course: The syllabus, tips for success in the course, how to research for your analysis papers, and how to use APA format to document your sources. Content Modules contain links to readings, presentations, and videos for each major topic and the submission pages for discussions.

You can access the Syllabus, Assignments, News, Discussions, Grades, and Modules through a side menu in D2L. Those are on the left side of your course page. The Modules link gives you a more linear view of the course if you need that for your learning style. Grades and the Course Schedule keep track of your scores on your graded assignments and your due dates in the session. The best guide to the course, however, is your syllabus. Be sure to print it out and refer to it often. The information there is solid and clearly indicates the reading assignments and due dates. Printing it out will help you keep on track for this course.

Course Pattern:

Assignments are tied to your readings posted in each module. **You cannot succeed in this course without completing, comprehending, and analyzing the assigned readings.** You can expect at least 1-2 assignments due each week. Discussion Forums will always close at 11:59 pm on the due date. Make sure you participate throughout the week. Pay attention to the due dates and arrange your schedule accordingly.

You will research and write several researched papers and projects and write several substantive discussion posts and replies as well as comprehend and analyze readings and videos. Students should write with clarity and at the graduate level (meaning you should sparingly, if at all, use web sources, i.e. sources from searching search engines such as Google). The exception to this would be if you were conducting research on an institution and needed to research that institution and use its website.

You will be expected to do all the reading asked of you for this course and demonstrate that you have completed the reading by incorporating the material into your assignments (i.e. discussion board posts, projects, and papers) and through participating in class discussions (citing sources using current APA format).

Submitting Your Work:

Please submit your papers and projects as Word files on our D2L page, using the dropbox, following APA format: 1" margins, 12 font, title, name, date, page numbers, etc. See APA format information either online and/or in a college level research handbook. If not, you can purchase one through the bookstore or access PURDUE OWL online for your handbook needs.

See this link for a free citation guide.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Papers and projects must fulfill FULL page requirements (partially filled pages will not count) and utilize no fewer than the number of scholarly secondary sources indicated for particular assignments (all of which should come from library databases or reliable book or documentary sources). Assignment submissions are very easy in D2L. If you have technical difficulties, see me early on to iron this out. Assignments should be proofread for errors both structural and grammatical. I expect graduate-level writing for assignments in this course. **If writing is an area where you struggle, I highly recommend that you seek help right away—using ETSU's online Writing Center Tutor, consulting the graduate assistant for the course, and/or meeting with me.**

Projects, papers, and discussions must...

- Be claim-based and supported
- Incorporate most recent APA guidelines for format and citation
- Incorporate multiple scholarly secondary sources (should come from outside, academic research) as well as primary research when appropriate
- Demonstrate a synthesis of findings/claims and source materials
- Include in-text citations that include the authors' last names, year of publication, and page number (page number is included for quotations)
- Include a reference page/section

Class Participation and Course Ground Rules:

Students are expected to know class participation and course ground rules. Students are expected to know how to navigate in D2L. Technical problems are to be addressed immediately by contacting OIT (423.439.4648). Announcements and news of interest will be posted periodically on the D2L course site so students should check the site daily for updates. Students are expected to submit assignments and participate in the discussion boards in a scholarly and timely manner. Directions are provided for each assignment in D2L. Interactions are expected to be professional and respectful of other class members. Use your university assigned email address in all communications.

Online Attendance:

Students are required to login at least four days per week and submit assignments through D2L in order to meet course assignment deadlines and attendance requirements and to receive additional instructor announcements. You will be graded based on your attendance and level of interaction and participation in the course. Students must login, submit assignments through D2L, and communicate with their instructor to be successful in this class.

Intellectual Property in an Online Environment:

Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students enrolled in online courses are the sole proprietors of their work, opinions, and ideas. It is expected that other students will not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources) any work in which they are not the sole author or have not obtained the permission of the author(s). Based on the success of ELPA graduates, students in this course will likely be or become college presidents or vice presidents, PK12 superintendents or principals. The open, public nature of these careers is certainly unavoidable; however, our online classroom is not an open “public forum.” Therefore, all opinions, ideas, and work conducted in a password-protected online educational environment like D2L are owned by the author, intended for educational purposes, and are not intended for public dissemination or consumption without the permission of the author(s). This includes all areas of the online academic environment, including, but not limited to, email, papers, reports, presentations, videos, chats, blogs and discussion board posts.

Our Class:

I hope that all students in this course will develop intellectual and social relationships as we help one another complete the course objectives and learn about qualitative inquiry. Some of the topics we discuss may have a personal element or elements. As such, sharing and working with other students can sometimes be a risky experience. Since we will be responding to the ideas of others, we will be sensitive to each person’s feelings while giving constructive, appropriate feedback. Honor and respect will be the standards by which we conduct ourselves in this course. We will honor one another as individuals and will respect our differences of opinion, belief, and politics. **Respect means listening and understanding another viewpoint, however challenging, radical, or controversial. We can disagree with others civilly.** Our class will be a place where students feel free to explore and experiment with ideas and possibilities without fear of ridicule.

Guidelines for Class Discussion:

As a member of this class, I will agree

- (1) to be an active participant;
- (2) to listen carefully when others are speaking or to read carefully their writings;
- (3) to think about new ideas;
- (4) to agree to disagree;
- (5) to recognize that there are no easy solutions to complex problems;
- (6) to consider the personal meaning of subjects discussed;
- (7) to support a classroom culture that values kind and considerate feedback;
and
- (8) to observe confidentiality.

Discussions (600 points):

You are expected to respond to the discussion prompts every week. There are 12 discussions. Since our classroom is virtual, this is how you can get more involved in the class material and with your classmates. You have two tasks for each discussion. Your first task is to respond to the prompts fully. **Until you respond to the prompt, you will not have full access to your classmates' posts, which you need to complete your second task.** Responding to the prompt is only part of this assignment. Your second task is to interact with multiple classmates. At the end of the week, I will assess your level of participation. Your response to the prompts and your posts to classmates need to be substantial, not off-hand comments. This is an intellectual discussion, and you should respond accordingly. You will also be assessed on your sentence fluency and your use of words and punctuation in your posts. Discussions close at 11:59 pm on their due dates.

Criteria	Exemplary Post	Satisfactory Post	Unsatisfactory Post
Contributes to the learning community	Illustrates awareness of the needs of the community; attempts to motivate the group discussion; presents creative approaches to topic	Attempts to direct the discussion and present relevant viewpoints for consideration by group; interacts freely	Does not make an effort to participate in learning community as it develops
Shows relevance to the assigned discussion topic	Includes content related to discussion topic; prompts further discussion of topic	Includes content related to the discussion topic	Includes content which does not relate to the discussion topic; makes short or irrelevant remarks
Includes examples and resources	Includes examples and/or quotes that support writer's point ("proves" it) and are properly integrated (not just dropped in)	Includes examples and/or quotes that support writer's point but are somewhat predictable or are not well integrated	Includes examples and/or quotes that do not effectively support writer's point; quotes or examples are poorly integrated or do not make sense as support
Demonstrates graduate level quality	Is appropriate, thoughtful, reflective, respectful of other's postings, clear, articulate and contains correct grammar and punctuation	Is appropriate and responds respectfully to other's postings; may contain minor grammar or punctuation errors that do not cloud meaning	Shows minimum effort (e.g. "I agree with Bill"); sloppy, uses text-messaging shortcuts; hard for readers to follow; fails to use correct grammar or punctuation

College Administrator Interview (150 Points):

Select an administrative or organizational unit of the college that is of particular interest to you in light of your academic, research, and/or career interests. Conduct an interview with the college administrator with responsibility of this area to ascertain the scope of his/her job responsibilities and the most challenging aspects of his/her job. Why did he/she become an administrator? What does he/she feel are the five most important

emerging issues for their institution or unit? Determine what steps the administrator is using to address these issues. Try to collect the source of data the institution is using that supports their concerns. This may require follow-up telephone calls if necessary.

Generate questions (10-15) for your interview. Write a report of your interview. Attach a copy of your questions. Some questions to consider are the following:

1. What are the primary issues/challenges facing them as they strive to meet their unit's goals and objectives?
2. What are their goals and objectives?
3. How do they encourage others to advance these goals?
4. What are the principal trends impacting their ability to enhance student and unit success?
5. What supervisory and/or management challenges do they face and how do they contend with these? Seek their input and advice to future college administrators regarding the management of this issue.

Prior to the interview, prepare a list of 10-15 questions that you will ask this administrator. Write a summary of your interview, not to exceed 8 pages, (excluding the interview questions). Be sure to state in your first paragraph the name, title and college affiliation of your interviewee, date, place and time of the interview. Establish the context for your interview by describing the institution or unit. Attach your questions to your summary. The purpose of this assignment is for you to examine how college administrators conduct their work and what are the major issues impacting them and their institutions on operational and supervisory levels. Conclude your written summary with a one-paragraph personal reflection on the interview.

Human Resources Manager Interview (150 Points):

This will be a brief (approximately 4-5 pages) professional biography of a Human Resource Manager who has worked in a public (non-profit) or private (for profit) educational organization associated with American/International Higher Education. The profile should identify the individual's significance and contributions within their organization and to the field. The individual to be profiled will be approved by the instructor. Please submit your requests for approval electronically. If you have further questions, please do not hesitate to ask.

Team Project: Student-led Briefings (Included in participation points):

Students will be assigned to a "project team" and will be responsible to work as a team to develop a presentation.

Organizational Culture Profile (150 Points):

The purpose of the Organizational Culture Profile is to enable a student to systematically review their own department, division, or organization and highlight

structures in two parts (superlative and needs attention) that are of particular meaning to the student as a leader/manager. The Organizational Culture Profile should identify ten superlative and ten areas that need attention, as well as illustrate/depict cultural shifts and changes that have defined the department, division, or organization as a whole. Cite all sources. Each student will write a narrative report of approximately 4-5 pages.

Individual Project (150 Points):

Each student will undertake an individual project.

Option 1: This project will be an organization profile. Write a (approximately ten-page) paper profiling a community college, university, or educational organization (students may choose to delve into research and a profile of the Tennessee Higher Education Commission (THEC), Tennessee Independent Colleges and Universities Association (TICUA), Tennessee Board of Regents (TBR)). Students are not limited to community colleges, universities, or educational organizations within Tennessee. Students are encouraged to develop a broader scope by seeking outside perspective regarding internal structures, communications, use of resources, and staffing. The profile should describe the origin, organizational structure, staffing strengths or weaknesses, where are resources focused, other defining characteristics, as well as comment on the outlook for the institution. Cite sources. The institution to be profiled will be approved by the instructor. Please submit your requests for approval electronically. The topic chosen will be approved by the instructor.

Option 2: For this project, you will synthesize and analyze topics and discussions from throughout the semester. From your studies this semester, what do you see as the main problems and pitfalls in supervision and management within a college or university? In other words, what are the major challenges and opportunities for higher education leaders in terms of internal relations issues? What leads you to identify these as top concerns? Discuss at least 3-5 main problems and pitfalls. Write a (approximately ten-page) paper to delve into these topics. Integrate at least 5 sources from the course's modules and at least 5 additional outside, scholarly sources.

Please let me know if you have questions.

Professionalism and Active Participation (100 points total):

Students will be graded on the quantity and quality of their online and seminar participation as well as the professionalism that they display in their work and interactions with the class community. Keep in mind for ELPA programs, students learn about educational research and educational leadership studies as well as develop and hone professional leadership skills. Unprofessional and unethical conduct are incompatible with being a leader and with representing ETSU's ELPA Department after you are degreed/certified by us. Quite simply, I think the best of all my students, and I expect the best from them. **Students must achieve at least a C grade in this element**

of the course in order to pass the course. Low or minimum levels of participation and interaction and/or unprofessional or unethical conduct may result in a failing grade for this course. Participation in an online course is crucial. I will be checking attendance daily via login records. All students are responsible for withdrawing themselves for refund purposes should they choose not to attempt the course. Submitting assignments and logging in constitute attendance. Students should log in at least four days per week. Attendance is mandatory. More than three missing assignments will result in an F for the course. See more on professionalism under the “Discipline Policy” found in the following pages.

Grading:

This course is graded by a point system. Everything is worth points. I will use Turnitin’s comment feature to mark specific issues in your papers and projects. If you have difficulties with this feature, let me know early on. I will grade discussions promptly so that you are clear on the expectations for that assignment.

Because this is a graduate course, I **do not accept revision of graded material for reconsideration of the grade.** I consider revision to be an integral part of the writing process itself; therefore, you should be engaged in significant revising, rewriting, and editing leading up to the final submission. **Final grades are final.**

You do not earn points simply by submitting assignments, however. Points are awarded based on the quality of the work: how well it utilizes the form, how well it achieves its goals, how well it uses the conventions of the English language and APA style. Your grade will be determined by adding up the points for each assignment and dividing by the total possible points. The total possible points for this course is 1,500. Point values for the different components of this course are as follows:

Assignment Total Points Breakdown

Discussions	600
Administrator Interview	150
Human Resource Manager Interview	150
Organizational Culture Profile	150
Individual Project	150
Professionalism and Active Participation (Includes weekend seminar participation)	100

Course Point Total 1,300 pts

**I reserve the right to change the nature and number of evaluation activities depending on class size and ability.*

Grades for written assignments will be based on the content of the work. Accuracy, organization, command of the topic, coherence of writing, and appropriate

documentation of material cited will be considered in determining the grade. All assignments are governed by the East Tennessee State University Honor Code.

Please note that I do give F's when merited. W's are only available to you if you drop the course by the drop deadline. Make sure that you follow proper procedures for dropping the course if that is your wish. If you do not drop the course and your points add up to F, that's what you'll get on your transcripts. Talk to me before withdrawing from the course. I may be able to offer you a solution for succeeding instead. I recommend that you audit rather than withdraw from the course. Otherwise, if you do not withdraw yourself or change to "audit," your final grade will be reflected using an A-F scale.

Grading Scale:

Percentages translated into grades:

A = 93-100

A- = 92

B+ = 91

B = 83-90

B- = 82

C+ = 81

C = 73-80

F = 72 and below

*All grades are informed by indicated criteria for evaluation and the professor's professional judgement as a seasoned educator and scholar-researcher.

Course Policies and Procedures:

I have designed this course to be as straight forward as possible. Plan to do work for this class regularly. You will have due dates through each week of this term. **All due dates are listed under the schedule on our D2L page and in this syllabus.**

Late Assignments:

You will have one "late pass" for this course, which cannot be used for the individual project or last discussion assignment because grades are due at the end of the course, and I cannot wait on these. I will accept one assignment from you up to 5 calendar days late. No other late assignments will be accepted.

Of course, I do make the rare exception to the policy above for extreme situations such as a person who was in a horrible car accident during the last week of the semester or the person who experienced a death in her or his immediate family. For these types of unusual and rare circumstances, please speak with me individually.

The key to succeeding with me is **communication**. If you are struggling, please **contact me**. It is very important to me that we all survive and thrive during this experience. I really want to see all of you succeed, so **don't disappear** if you are

having difficulties. We may or may not be able to address the issue, but at least we can try. Thus, please contact me to work through any issues you may face in completing coursework.

Academic Dishonesty

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university's academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero ("0") for the exercise or examination, or to assign an "F" in the course. For the complete university policy on Academic Dishonesty see the web page:

<http://catalog.etsu.edu/content.php?catoid=6&navoid=171#Academic and Classroom Misconduct>

Discipline Policy:

Our classroom environment is based upon a simple principle: I commit to treat you with respect, and you commit to treat each other and me with respect. We are all equally responsible for maintaining a respectful dialogue in our weekly discussions or other interactions with one another. While I deplore that we have arrived at a place in time where such an obvious fact is necessary to point out to students--and really to my colleagues since I consider you as such--please note that disrespectful or unprofessional behaviors toward one another or me are not tolerated at ETSU or in my classroom. Disruptive behavior may be anything from making inappropriate or disrespectful/uncivil comments or engaging in unethical, even illegal activities such as stalking, making physical or verbal threats, etc. You must achieve a passing (C or better) grade in professionalism and online participation in order to pass this course.

Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication

Netiquette:

Netiquette is using good manners in cyberspace. Since most of the communication over the net is by way of text, be sure your written words are not offensive to the receiver. Remember email is a document and can be read by someone other than the intended audience. "Flaming" (making personal attacks on a person) is also unacceptable, and will follow the same disciplinary actions found in the [student code of conduct](#) including asking the administration to remove you from the course. Whether you are in a chat, writing an email, or posting to a discussion area, remember to use proper etiquette in consideration of others. If you would like to read more on the subject of netiquette, use the links below.

<http://www.iwillfollow.com/email.htm>
<http://www.albion.com/netiquette/>

Emails to Written to Me

Do not write hasty emails to me, your instructor. If you do not have time to compose a well-written, thought-out, formal, respectful email, please refrain from emailing me until later when you are able to meet this expectation. For example, I expect you to take the time to capitalize the pronoun "I" and use correct grammar (i.e. NO "text" speech). I want to think the best of you. **This means it is probably not a good idea to do your coursework or communication with me via your mobile phone (unless you are making a call to me or unless you have an aptitude for good writing via this mode).**

Office Hours:

I am always available to answer questions or walk you through processes for this course. You can do this personally, virtually or by phone. I am available to meet you if you need to talk face-to-face. **Just request an appointment.**

Computer Issues and Saving Documents:

Technology has greatly enhanced learning resources. However, sometimes students have difficulties with technology. **Please save all materials.** It is important that you do this in the event that your work accidentally gets eaten, misplaced, destroyed in a fire, or zapped into the nethersphere. I will not contact you to remind you to submit missing assignments or to submit work. It is your responsibility to ensure that your work is submitted.

Remember to save your documents for the course in three places. For example, if you are writing a paper for the course, it is best to print out a draft, save one to your computer, save one to a flash drive, and e-mail one to yourself as an attachment. This might seem overly cautious; however, you would be surprised by how many times technology doesn't work when you need it to work. **Having home computer problems or losing your document on your computer does not constitute an acceptable excuse for not submitting your work. There are computer labs (at ETSU or at a public library) available to you in case of problems with a home computer. SAVE YOUR ELECTRONIC DOCUMENTS IN MORE THAN ONE PLACE.**

Minimum Technology Requirements:

Students must have regular access to a computer with Microsoft Word, Adobe Reader, PowerPoint, a camera, headset/speakers, microphone, and Internet.

Prerequisite knowledge in the discipline and minimum technical skills expected of the learner and prerequisite knowledge in the discipline and/or any required competencies:

Students should have basic knowledge of writing in APA style, reading graduate-level material, citing sources, Standard American English use, and graduate-level research skills for coursework purposes.

Minimum Technical Skills Expected of the Learner:

Students should be able to compose emails and attach files to them. Students should be able to reply to discussion forums, attach files to D2L submissions (drop box), and navigate D2L sites. Students should have working-knowledge of Microsoft Word and PowerPoint and be able to create and post videos.

Tutoring:

The ETSU Center for Academic Achievement is located in the first floor of the Sherrod Library. You may make an appointment with a writing tutor through the online scheduler using your ETSU e-mail address. The CFAA also has a computer lab for student use and offers printing. If you would like to set up an account with the online tutoring service, see this link to make an appointment or to learn more about tutoring.

<https://www.etsu.edu/uged/cfaa/learning/online-help.php>

Charles C. Sherrod Library:

Charles C. Sherrod Library provides many valuable services for students, faculty, and staff. Please use library research to support and extend your ideas. Visiting the library and/or using the library databases are good habits to develop in order to learn how to conduct academic research and to use reliable sources in graduate-level work. You are REQUIRED to conduct scholarly research for this course.

<https://libraries.etsu.edu/home>

Student Resources:

If you need help accessing course materials contact the course instructor or you can get helpful information at this URL.

<http://www.etsu.edu/academicaffairs/elearning/ats/online/students/studentsupport.aspx>

D2L Technical Help:

If you need technical help with D2L you can find it at this location.

<http://www.etsu.edu/academicaffairs/elearning/ats/online/students/technicalresources.aspx>

Technical Emergencies:

Because we are learners in a technology-dependent environment, I have my own personal laptop with a Geek Squad account for 24-hour remote technology support. I highly recommend this to online students. The Help Desk at ETSU is incredible, but it is not reasonable to rely on the Help Desk for 24-hour emergency hardware and software support.

Accommodations for Students with Disabilities:

The Department will make reasonable accommodations for students with disabilities. The student must contact the Center for Students with Disabilities and present a Faculty Accommodation Form to each instructor. Accommodations include, but are not limited to, the following: extended time on tests, alternative test location or format, interpreter services, and note taking services. Students should request accommodations prior to the beginning of each semester. No accommodations will be provided without approval from the Center for Students with Disabilities.

University Syllabus Attachment: <http://www.etsu.edu/reg/academics/syllabus.aspx>

Course Schedule – Spring 2021

All due dates are by 11:59 pm on the date due (unless otherwise indicated).

<i>Module (Dates)</i>	<i>Topic</i>	<i>Assignment(s) Due</i>
1 (1/19 – 1/23)	Making Sense of Supervision, Organizations, and Roles	Introductory Discussion (1/22) Discussion 1 (1/23)
2 (1/24 – 2/6)	Leadership and Management	Discussion 2 (1/30) Discussion 3 (2/6)
3 (2/7 – 2/15)	The Role of Human Resources in Higher Education	Discussion 4 (2/13) College Administrator Interview (2/15)
4 (2/16 – 3/2)	Weekend Seminar I (February 27) Personnel Evaluation and Progressive Discipline	Discussion 5 (2/20) Team Presentations (2/27) Human Resources Professional Profile (3/2)
5 (3/7 – 3/13)	Legal and Ethical Issues in Supervision	Discussion 6 (3/13)
6 (3/14 – 3/20)	Supervision in Instructional and Curriculum Development and Ensuring Academic Excellence	Discussion 7 (3/20)
7 (3/21 – 3/27)	Student Affairs Leadership	Discussion 8 (3/28)
8 (3/28 – 4/17)	Weekend Seminar II (April 9-10) Internal Politics and Communication	Organizational Profile (4/6)

		Team Presentations (4/9-4/10) Discussion 9 (4/17)
9 (4/18 – 4/24)	Personnel and Professional Development	Discussion 10 (4/24)
10 (4/25 – 5/6)	Problems and Pitfalls in Personnel Management	Individual Project (5/1) Discussion 11 (5/6)

STUDENT ASSESSMENT OF INSTRUCTION (SAI) COMPLETION

During the last three (3) weeks of CLASSES (prior to exam week), a Student Assessment of Instruction (SAI) will be placed as a widget on the D2L home page for each of your course offerings (see course schedule). The Clemmer College requests that you please complete the SAI for this class prior to the deadline, and check this task off your list as you would any other assignment. The Clemmer College values student input, so please take completing this survey seriously. Your instructors actively use your feedback to help design more engaging and thought-provoking instruction. The SAI for each class should take no more than 10-15 minutes to complete.

SAMPLE