

INSTRUCTIONAL LEADERSHIP
EDAD 569 – 01W Summer II 2023
COURSE OUTLINE / CALENDAR

WEEK 1 - MODULE 1: July 10 - 16

- View "Welcome to the Course" video
- Introduce yourself to the class in Student Lounge
- Read pp. 1-42 (Marshall)
- Read pp. 1-18 & Chapter 1 (Bambrick-Santoyo) using **Stop and Jot** as a means of Reflective Practice
- Making Research-Based Connections: Read Chapter 3 (Templeton)
- Watch Instructional Video Clips 1, and 11-14. These videos appear within the module. Click <Instructional Resources> then <Videos>
- Complete Key Lever One Assignment (20 points)

Week 2 - MODULE 2: July 17-23

- Read pp. 43-86 (Marshall)
- Read Chapter 5 (Bambrick-Santoyo) using **Stop and Jot** as a means of Reflective Practice
- Making Research-Based Connections: Read Chapter 1 (Templeton)
- Click & Read <Teacher Selection Criteria>
- View Instructional Video Clips 27-34 to complete Key Lever 2 Assignment. These videos appear within the module under INSTRUCTIONAL RESOURCES. Click <Instructional Resources> then <Videos>.
- Complete Key Lever Two Assignment (20 points)

Week 3 - MODULE 3: July 24-30

- Read pp. 43-86 (Marshall)
- Read Chapter 3 (Bambrick-Santoyo). Use **Stop and Jot** for Reflective Practice.
- View Instructional Video Clip 15: Anderson - Do It (Practice) - Feedback Meeting. This video appears within the module. Click <Instructional Resources> then <Videos>.
- Access Sample Mini-Observations with Exemplar Feedback in Instructional Resources
- Access Student Culture Rubric in Instructional Resources
- Access Mini-Walk instrument in Instructional Resources
- Read pp. 87-122 (Marshall)
- Read Chapters 4 (Bambrick-Santoyo).
- For Your Professional Development: Read Chapter 10 (Templeton)
- View Instructional Video Clip 20: Dowling - Do It (Practice) - Leading PD
- View Instructional Video Clip 21: Dowling - See It and Name It - Leading PD
- *Engage in Professional Practice using **Stop and Jot** as You Read
- Complete Assignment 3B (20 points)
- Complete Assignment 4 (20 points)

Week 4 - MODULE 6: July 31- August 6

- Read Chapter 8 (Marshall)
- Making Research-Based Connections: Read Chapter 8 (Templeton)
- In preparation for the final project (PERFORMANCE ASSESSMENT), Read the two articles included in this module.
- Complete Assignment 6 Reflection
- Review and complete the Dyslexia Toolkit to satisfy TEC 228.30, **which specifies the inclusion of "instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code" (TEC), §21.044(b).**
- **Please download the pdf document and save for future use. You will be required to upload it in your eportfolio.**
- **BEGIN WORKING ON THE PERFORMANCE ASSESSMENT DUE IN MODULE 7**

Week 5 - MODULE 7: August 7-10

- View Video: Performance Assessment Overview
- Complete Performance Assessment [Alt A] (30 points)

*Submission of the Performance Assessment is required to receive a passing grade in the course.



EDAD 569.01W Instructional Leadership

COURSE SYLLABUS: Summer II 2023

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.

Assistant Professor

Office Location: EDN #131

Office Hours: 10 a.m. – 4 p.m. Tuesday

(Thurs, Virtually) 4pm -5:30pm (and upon request

Office Phone: 214-954-3614

University Email Address: Sharon.ross@tamuc.edu

Preferred Form of Communication: 903-245-8712 (Mobile)

Communication Response Time: Within 24 hours – 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Bambrick-Santoyo, P. (2018). Leverage leadership 2.0: A practical guide to building exceptional schools. San Francisco, CA: Jossey Bass. ISBN: 978-1-119-49659-5 (pbk).

Marshall, K. (2013). Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-33672-4

Templeton, N.R. (2020). Voices from the Field: Building Capacity for Leadership and Social Change in Rural Schools. Ypsilanti, MI: ICPEL Press. ISBN: 978-1-7923-1902-0
To get this text see the information on the next page.

Here is the Lulu url for the Templeton book

- https://urldefense.proofpoint.com/v2/url?u=https-3A_www.lulu.com_en_us_shop_nathan-2Dtempleton_voices-2Dfrom-2Dthe-2Dfield2Dbuilding-2Dcapacity-2Dfor-2Dleadership-2Dand-2Dsocial-2Dchange-2Din-2Drural-2Dschoools_paperback_product-2D6w2k84.html-3Fpage-3D1-26pageSize-3D4&d=DwIGaQ&c=oqyuZuih6ykib6aKiBq22_bich4AVfYGoLertJN0bEc&r=1MnmSDvqrk90_rCC1Ps_4cRAfFupyKA4Np7wcHLtbg&m=ZCJ3XJA0wOmVYjW-gRKxOPdW5yVPy165jElzhQ-4wW4&s=6JghJamqK2pWACYc0Cb7KoItAixj2k8IHvYE4U_6cs&e=

Software Required

Microsoft Office Suite

Course Description

The scope of this course is designed to equip highly effective school leaders through a comprehensive analysis of improving teaching and learning through the intentional focus on instructional supervision and evaluation. Conceptual frameworks align with research-driven practices that prepare the novice principal to assess, plan, supervise and evaluate high leverage instructional practices that advance student learning and build educator capacity.

Prerequisites: EDAD 615, EDAD 619

Student Learning Outcomes (Should be measurable; observable)

The aspiring principal will demonstrate he ability to:

1. Apply research driven practices to monitor and assess classroom instruction and reduce the achievement gaps. [competency 004]
2. Analyze curricula to enhance teacher instructional capacity, including alignment, scope, and sociological, linguistic, cultural considerations. [competency 004]
3. Examine and utilize multiple forms of data to inform instructional practices, maximize student learning outcomes and develop human capital. [competency 005, 006]
4. Compose individualized professional development plans that support student growth measures by capturing teacher strengths and areas for development. [competency 004, 005, 006]
5. Investigate cycles of continuous improvement through reflection, selfassessment, and coaching. [competency 005]

6. Invest and manage time to prioritize the development, support, and supervision of staff to maximize student outcomes. [competency 006]
7. Facilitate collaborative structures that support professional learning communities. [competency 005]
8. Understand legal and ethical responsibilities regarding human capital management. [competency 006]

Texas 268 Principal Domains and Competencies

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 004

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Competency 005

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Competency 006

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

COURSE REQUIREMENTS

The learner is required to access and navigate the learning management system, use Microsoft Word and PowerPoint, and use presentation and graphics programs. All written assignments require Microsoft Word.

Instructional Methods

This course is delivered completely online through the D2L Learning Management Platform. The course is structured so that content may be engaged in 7 modules. Each module begins on Monday of the week and concludes at 11:59 p.m. on Sunday of the week. The structure of each module contains an introduction to the material to be covered, assigned readings, and required assessments or activities. Each assessment, whether formal or informal, is designed for the aspiring principal to demonstrate synthesis of material and application of theory to practice. This application is referred to as Practitioner Pedagogy. To the latter point, the course culminates in a scaffolded Performance Assessment for School Leaders (PASL), designed to inform the aspiring principal how to lead the learning community.

Student Responsibilities or Tips for Success in the Course

For success in this course, please read all materials, lectures, and supplementary resources. Additionally, bear in mind that this is Graduate level inquiry; therefore, it is necessary to devote a minimum of 15-20 hours per week with the course content.

GRADING

EDAD 569 Module Assignment Grading Rubrics

Source: CLAQWA (modified), Flateby & Metzger – University of South Florida

Please refer to the EDAD 569 D2L shell for assignment grading rubrics. Please refer to each assignment rubric before providing feedback to your peers in the discussion threads and completing assignments.

Module Discussion Forums:

Each module within this course contain a discussion thread activity, which serves as a peer-review component for developing responses to Module Assignments. The sharing of feedback with your classmates is expected to strengthen the results of your assignment responses as you are exposed to a variety of ideas and are provided with constructive criticism for improvement. Please refer to the following course module discussion thread rubric.

EDAD 569 Discussion Thread Grading Rubric

Timeliness of posting your initial work to allow sufficient time for peer feedback. Post by the Thursday prior to the Sunday module assignment date.	0 1 2 3
Quality of constructive feedback that you provide to at least <i>two classmates</i> in reviewing their work prior to the Sunday module assignment due date.	0 1 2
	Point Total = /5

Grading

You must complete all assignments with an A to earn an A in this course. Given the direct applicability of the content presented in this course for 268 and 368 principal certification preparation, it is a requirement to complete the Pillar Assignment in order to successfully pass the course, no matter the accumulation of points or grade average.

There are 245 possible points in this course. Final grades in this course will be based on the following scale:

A = 90%-100%	221 - 245
B = 80%-89%	196 - 220
C = 70%-79%	172 - 195
D = 60%-69%	147 - 171
F = 59% or Below	146 or lower

Assessments

The following assessments will be used in the Calculation of the final course grade:

Discussions	SLO, 3,5
Reading Assessments/Quizzes	SLO 1-8
Assignments	SLO 4, 7
PERFORMANCE ASSESSMENT	SLO 1-8
Reflections/Observations	SLO 1, 5, 6

Policy on Late Work:

Late work is not accepted in this course. Any assignment (including the correct version of the assignment) or discussion not timely posted and/or submitted to the correct dropbox will receive zero points and will not be graded.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

AI

use in course [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

MODULE 1: July 10 - 16

- View "Welcome to the Course" video
- Introduce yourself to the class in Student Lounge
- Read pp. 1-42 (Marshall)
- Read pp. 1-18 & Chapter 1 (Bambrick-Santoyo) using **Stop and Jot** as a means of Reflective Practice
- Making Research-Based Connections: Read Chapter 3 (Templeton)
- Watch Instructional Video Clips 1, and 11-14. These videos appear within the module. Click <Instructional Resources> then <Videos>
- Complete Key Lever One Assignment (20 points)

MODULE 2: July 17-23

- Read pp. 43-86 (Marshall)
- Read Chapter 5 (Bambrick-Santoyo) using **Stop and Jot** as a means of Reflective Practice
- Making Research-Based Connections: Read Chapter 1 (Templeton)
- Click & Read <Teacher Selection Criteria>
- View Instructional Video Clips 27-34 to complete Key Lever 2 Assignment. These videos appear within the module under INSTRUCTIONAL RESOURCES. Click <Instructional Resources> then <Videos>.
- Complete Key Lever Two Assignment (20 points)

MODULE 3: July 24-30

- Read pp. 43-86 (Marshall)
- Read Chapter 3 (Bambrick-Santoyo). Use **Stop and Jot** for Reflective Practice.
- View Instructional Video Clip 15: Anderson - Do It (Practice) - Feedback Meeting. This video appears within the module. Click <Instructional Resources> then <Videos>.
- Access Sample Mini-Observations with Exemplar Feedback in Instructional Resources
- Access Student Culture Rubric in Instructional Resources
- Access Mini-Walk instrument in Instructional Resources

- Complete Assignment 3B (20 points)
- Read pp. 87-122 (Marshall)
- Read Chapters 4 (Bambrick-Santoyo).
- For Your Professional Development: Read Chapter 10 (Templeton)
- View Instructional Video Clip 20: Dowling - Do It (Practice) - Leading PD
- View Instructional Video Clip 21: Dowling - See It and Name It - Leading PD
- *Engage in Professional Practice using **Stop and Jot** as You Read
- Complete Assignment 4 (20 points)

MODULE 6: July 31- Aug.6

- Read Chapter 8 (Marshall)
- Making Research-Based Connections: Read Chapter 8 (Templeton)
- In preparation for the final project (PERFORMANCE ASSESSMENT), Read the two articles included in this module.
- Complete Assignment 6 Reflection
- Review and complete the Dyslexia Toolkit to satisfy TEC **228.30, which specifies the inclusion of "instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code" (TEC), §21.044(b).**
- **Please download the pdf document and save for future use. You will be required to upload it in your eportfolio.**
- BEGIN WORKING ON THE PERFORMANCE ASSESSMENT DUE IN MODULE 7

MODULE 7: August 7-10

- View Video: Performance Assessment Overview
- Complete Performance Assessment [Alt A] (30 points)

*Submission of the Performance Assessment is required to receive a passing grade in the course.



EDAD 515: Leading Effective Schools Course Syllabus Summer 1, 2023

Office Location: Young EDN 113

Office Hours: Tuesdays, 9:30 am- 2 pm; Virtually – Wednesday, 9am – 10am

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: Email, text, call

Communication Response Time: 48 hours or less

COURSE INFORMATION

TEXTBOOKS

You will need two books for this course:

1. Vornberg (2022). *Texas Public School Organization and Administration-18th Edition* (e-book)
2. *American Psychological Association* (6th ed.). Washington, DC.

TECHNOLOGY REQUIREMENTS

This is an online class. All of the instruction and assignments will be delivered using the MyLeo Online learning media platform.

COURSE DESCRIPTION

This introductory course provides an overview of school administration in Texas, which includes roles, functions, and duties of those who are charged with supervising schools in Texas. Critical review and analysis of principles of effective school leadership and organizational theories aligned to SBEC Principal Standards are examined and applied to the current challenges of leading 21st century schools in Texas.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND COMPETENCIES

- *TAC Rule §241.15 Principal Standards I-VII*
- *TAC Rule §149.2001 Principal Standards 1-5*
- *TExES Competencies 001-011*

The syllabus/schedule are subject to change.

The following table displays the newly developed Texas principal standards, new certification examination and principal evaluation criteria. Note that this is the first time these administrator standards, certification, and evaluation has been taken to this degree of alignment.

COMPARISON OF STANDARDS, TEXES, AND EVALUATIONS

New principal standards system TAC 149.2001	NEW 268 TExES Principal framework	Texas principal support (T-PESS)
1. Instructional leadership leadership	Domain II: Leading learning	1. Instructional
2. Human capital	Domain III: Human capital	2. Human capital
3. Executive leadership leadership	Domain IV: Executive leadership	3. Executive
4. School culture	Domain I: School culture Domain VI: Ethics, equity, and Diversity	4. School culture
5. Strategic operations operations	Domain V: Strategic operations	5. Strategic

Student Learning Outcomes:

This course surveys contemporary organization and management theories that are relevant to the administration of schools in Texas. Through reviewing, discussing, and writing about theory on complex organizations and organizational behavior, students will acquire professional knowledge needed for understanding processes, analyzing problems, developing services, and managing schools in Texas. To achieve the goals of this course, via course readings, lectures, activities and written assignments, the student will:

1. Critically examine the responsibility of the Texas principal in shaping campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (*TExES Competency 001; Standard II-Learner Centered Leadership and Campus Culture-TAC Rule §241.15; Principal Standard 4: School Culture-TAC Rule §149.2001*)*
2. Critically review and analyze the governance system of Texas Public Education (*TExES Competency 007-009; Standard V-Learner Centered Organizational Leadership and Management-TAC Rule §241.15; Principal Standard 5: Strategic Operations-TAC Rule §149.2001*)
3. Historically examine and critically explore racial and ethnic groups in Texas to

The syllabus/schedule are subject to change.

identify effective educational programming this is reflective of varied histories, cultures, hopes and aspirations of school children in Texas (*TEXES Competency 001-006; Standard I-Learner Centered Values and Ethics of Leadership and Standard II-Learner Centered Leadership and Campus Culture and Standard VII-Learner Centered Instructional Leadership and Management-TAC Rule §241.15; Principal Standard 1: Instructional Leadership and Standard 3: Executive Leadership-TAC Rule §149.2001*)

4. Critically review and analyze management theories and empirical research on school leadership to determine the applicability of the theories to the roles and functions of school leaders in Texas (*TEXES Competency 001-011; Standard I-Learner Centered Values and Ethics of Leadership, Standard III-Learner Centered Human Resources Leadership and Management, Standard V-Learner Centered Organizational Leadership and Management, Standard VI-Learner Centered Curriculum Planning and Development-TAC Rule §241.15; Principal Standard 1: Instructional Leadership, Principal Standard 2: Human Capital, Principal Standard 3: Executive Leadership, Principal Standard 4: School Culture and Principal Standard 5: Strategic Operations-TAC Rule §149.2001*)
5. Critically examine ethical school leadership and ethical decision making for school leaders in Texas that support the success of all students (*TEXES Competency 003; Standard 1-Learner Centered Values and Ethics of Leadership-TAC Rule §241.15; Principal Standard 3-Executive Leadership-TAC Rule §149.2001*)

COURSE REQUIREMENTS

This is an online class. All of the instruction and assignments will be delivered using the MyLeo Online learning media platform and thus, some obvious technological resources will be required.

This web-based course relies heavily on written responses, interaction, and discussion. It is problem-based and inquiry oriented. Learning in this course will take place as a result of online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises in online venues.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written

The syllabus/schedule are subject to change.

reflections, problem-solving activities, case studies, independent research, and the direct teaching model.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from MyLeo Online (and all other university emails) will go to this account, so please be sure to check it regularly, daily. Conversely, you are to email me via the MyLeo Online email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc. and I will not check for your email in spam.

When sending me an email please be sure that you have the included your Name and Course Number (EDAD 515) in the subject line.

This class design is based on constructivist learning principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

Class Participation:

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experiences. Each class may consist of several learning activities including (but not limited to) group discussion, student-led learning activities, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection.

This means that each student should be:

- conscious of the class schedule and the requirements for each class,
- self-disciplined,
- eager to share with your classmates. Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

ASSIGNMENTS AND GRADING

Completion of assignments

Each student is expected to work individually and/or with a group at the direction of the instructor to complete the assignments of the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to

The syllabus/schedule are subject to change.

the professor. Please attach your assignments as indicated in the course module. Please be mindful of your submission deadlines.

Internet Outages.

If you are in an area that is prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing MyLeo Online. MyLeo Online is accessible on your smart phones. Please have a back-up plan for internet outages.

Text Reading Assignments:

The weekly assigned readings from the texts serve to provide you with strong theoretical contexts for your explorations into public education administration. The readings along with the threaded discussions allow for you and your classmates to extend your learning opportunities by seeing the concepts in the books through multiple perspectives.

Threaded Text Discussions—SLOs# 1-6 (20% of your grade):

You will be provided with a weekly discussion prompt. The discussion forums are the place where we share ideas and observations. You are expected to engage in an ongoing discussion/debate with your learning community peers throughout the week. Your contributions to the discussion forums will be graded for **quality not quantity**, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). You will be required to post your response first before you can see and respond to your peers' posts. You are required to post a minimum of TWO responses per week.

Your initial post and subsequent responses to your peers' posts should be supported by the readings and other instructional materials assigned during the week. Remember, you must use APA formatting when posting (All posts). Please refer to your APA Manual. Citation of your sources is required for ALL posts. Please do not attach documents in the discussion board.

Grading Criteria:

- The discussants will demonstrate an observable understanding of the content being discussed.
- The understanding will be at the critical thinking and synthesis level.
- The discussants will demonstrate an ability to engage the audience in a
- Discussion that is relevant to the content of the topics and related concepts.
- This can be done in a variety of ways including, but not limited to:
 - posing engaging questions;
 - eliciting responses;
 - engaging the learners in an activity or task.

The discussants will demonstrate the ability to effectively organize the discussion. This includes:

- keeping the discussion focused on the topic;

The syllabus/schedule are subject to change.

- o providing structure (beginning arguments, closing arguments, wrap-up or synthesis);
- o staying within the timeframe allotted for discussion;
- o using effective media (if applicable).

The discussants will demonstrate the ability to respond to questions effectively. The discussants will demonstrate the ability to relate the concepts discussed in the articles to personal and professional experience by using examples from everyday practices.

Weekly Reflection Papers –SLOs #1-6 (25% of your grade)

Reflection assignments are required weekly. You will be asked to reflect on the readings, videos and article assigned for each module. You will identify the Principal Standard and TExES Competency that is most aligned to the content presented for each respective module. You will then justify your selection. For example, if you believe that the content presented this week is most aligned to Principal Standard 2 and TExES Competency Five, share your rationale. Your rationale must include specifics from the instructional materials reviewed for this week.

In the reflection, your beliefs, experiences, recommendations or implications for current or future practice should be included.

- For example--What does this practice mean to you as a current or aspiring administrator?
- How does this information assist you in doing a better job or being a better administrator?
- How would this information help your current administration in terms of their practices and implementation of policies and protocols?
- Were there two or three concepts that stood out to you-or scream to you that the framers of the policies were on the right track or completely wrong.

Leadership Paper (25% Of Grade) No Late Submissions

This paper will be based on your reflections about new insights gained about School Leadership in Texas. To help you organize your paper and provide some structure to your reflection, your paper should have the following sections:

1. Title page
2. Body
 - a. Introduction-***What does it mean to be a School Leader in Texas.*** Your first paragraph MUST include a brief summary of the demographics of students in the state of Texas. This data can be obtained from the TEA website—the data must be recent. This data should be written in summary form and not presented in a chart. Remember to provide the correct APA citations. It’s important to remember that Texas is a very DIVERSE state.
 - b. Provide an in-depth narrative of how your thoughts on the role of the principal have changed from the “you” as teacher to “you” as the Texas

The syllabus/schedule are subject to change.

school leader. This should be viewed via the lens of the Principal Competencies and Standards—remembering all that you will do as a school leader should be guided by the Principal Competencies and Standards. Your narrative should be supported (via citations) by the instructional materials you have been presented thus far in this course.

- c. Identify at least one "thought leader" (i.e., Pedro Noguera, Linda Darling-Hammond, Geoffrey Canada, Michael Fullan, a chapter author from the Vornberg & Hickey text etc.) that you have been introduced to thus far in this course that has caused you to "reflect" on leadership; changed your thinking about leadership; changed your thinking about students or schools; made you have an AHA moment- identify the "thought leader" and exactly what the "thought leader" said or DID and your response. Provide a detailed description of the impact the "thought leader" had on you--- be specific in describing how you believe this will impact your practice as a leader moving forward.
3. Conclude your paper with your expectations for this program in preparing you for the Principalship in Texas as well as your expectations for yourself as a novice Principal in Texas. (This section should be no more than a paragraph—no more than 1/3 of a page).
 4. Reference page

This paper must be 300-400 words (not including the title or reference pages). Papers should be double spaced, size 12 font (New Times Roman or Ariel), and follow the format for papers as specified by the APA Publication Manual. It should also be free of technical errors (spelling, punctuation, proper use of grammar, etc.). While your paper is reflective in perspective—which means you can use "I"—it should otherwise be scholarly in tone and presentation.

Since your paper is reflective in content, you don't have to worry about providing me with the "right answer" or giving me what you think I want you to say. This paper is designed to provide you with the opportunity to solidify your thinking on the main ideas of the course, which in many ways will provide an important foundation for courses yet to come. However, your paper will be graded with several things in mind, including the quality and depth of your response. We have covered a great deal of material in this course, and I am looking for your ability to analyze, synthesize, integrate, and discuss cogently what you have learned. *(NOTE: The appropriate use of quotes and references will greatly enhance the quality of your paper.)*

Pillar Project - (30% of Grade) NO LATE SUBMISSIONS

See corresponding course module for specific instructions, regarding this assignment.

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Final Grades

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Discussions	20 points
Reflection Writings	25 points
Final Leadership Paper	25 points
Pillar Project	30 points
TOTAL POINTS	100 Points

TECHNOLOGY REQUIREMENTS

TECHNOLOGY REQUIREMENTS

LMS

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LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

E-mail is the best method to contact me. TAMU-Commerce provides an efficient system of email for communication for class work and individual communication. I will check my e-mail each weekday. The second best method for contacting me is by texting. I will be happy to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Examination Policy

Questions will require analysis and synthesis requiring the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy

Assignment due dates are posted in the assignment section of eCollege along with instructions for each assignment. All projects should be submitted in the MyLeo Online Assignment Submission Folder and saved as a .doc or .docx file unless specified otherwise.

The syllabus/schedule are subject to change.

Late Work

Late work will not be accepted in the course.

Incompletes

An incomplete will not be available for this course.

Extra Credit

Extra Credit is not available for this course.

Graduate Online Course Attendance Policy

A major component of this course is online interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. Expectations for attendance on-line will be posted with each assignment. Learning will be segmented into weeks or units. Materials and assignments will be available to students and then close on established dates. It is important to stay on schedule with the class agenda.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures**Student Conduct**

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TAMUC Attendance

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<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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Students with Disabilities-- ADA Statement

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Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Module	Assignments	Date Due
Module 1 - History of Public Education	Discussion Topic: Geoffrey Canada's Message and Meaning TeXes Representative Test Reflective Paper 1:	June 10, 2023 11:59pm
Module 2 – Students, Culture, and Schools in Texas	Discussion: How Do Schools Promote Equity Among Students Reflection Paper 2	June 17, 2023 11:59pm
Module 3 – Education Leadership is No Accident	Leadership Paper Ethical Decision Making Case	June 24, 2023 11:59pm
Module 4 – Leading and Managing the Change Process and the Principalship	Who Moved My Cheese Reflection Paper 4	July 1, 2023 11:59pm
Module 5 – Pillar Project and “AHA” Moment Course Impact	Aha Moment – Course Impact Pillar Project – Stakeholder Communication	July 6, 2023 11:59pm

The syllabus/schedule are subject to change.

Summer 1 - 2023 EDAD 515 Course Calendar

Modules	Assignments	Due Dates
Module 1: 6/5-6/10	Meet Your Classmates	6/10 @ 11:59 p.m.
	Assigned Readings: Read Chapter 1&2 (Vornberg, Oliveras-Ortiz, & Templeton Text) and all Lesson Tab Materials	6/10 @ 11:59 p.m.
	Discussion Thread Participation: Jeffrey Canada	6/10 @ 11:59 p.m.
	Reflection Paper # 1	6/10 @ 11:59 p.m.
Module 2: 6/11-6/17	Assigned Readings: Read Chapter 3&23 (Vornberg, Oliveras-Ortiz, & Templeton Text) Lesson Tab Materials and Principal Standards/Competencies	6/17 @ 11:59 p.m.
	Discussion Thread Participation: How Do Schools Promote Equity	6/17 @ 11:59 p.m..
	Reflection Paper #2	6/17 @ 11:59 p.m.
Module 3: 6/18-6/24	Assigned Readings: Read Chapter 4&5 (Vornberg, Oliveras-Ortiz, & Templeton Text) and all Lesson Tab Materials	6/24 @ 11:59 p.m.
	Discussion Thread Participation: Ethical Decision-Making Case	6/24 @ 11:59 p.m.
	Leadership Paper	6/24 @ 11:59 p.m.
Module 4: 6/25-7/1	Assigned Readings: Read Chapter 6&9 (Vornberg, Oliveras-Ortiz, & Templeton Text) and all Lesson Tab Materials	7/1 @ 11:59 p.m.
	Discussion Thread Participation: Who Moved My Cheese	7/1 @ 11:59 p.m.
	Reflection Paper #4	7/1 @ 11:59 p.m.
Module 5 7/2-7/6	Pillar Assignment	7/6 @ 11:59 p.m.
	Discussion Thread Participation: AHA Moment	7/6 @ 11:59 p.m.



EDAD 519 Designing Curriculum (Online)

Summer I 2023
Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.

Office Hours: Tuesday 9:30am – 2pm; Virtually Wednesday 5pm-6pm

Office Phone: 903-886-5520 (Tuesdays)

Personal Cell Phone: 903-245-8712

Office Fax: 903.886.5507

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: **Cell, Email**

Communication Response Time: 24 - 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Expanded 2nd Edition. Association for Supervision and Curriculum Development.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms*. (4th Ed). Heinemann.

American Psychological Association. (2020). *Publication manual of the American psychological association*. (7th ed.). American Psychological Association.

Other Required Documents

- Most updated Campus TAPR report
- Most updated Campus Improvement Plan or School Improvement Plan

Other suggested readings and available websites may be provided during the course.

The syllabus/schedule are subject to change.

Course Description

This course focuses on the development of and designing of curriculum for facilitation continuous improvement in the instructional programs. Sound research-based practices related to planning, supervision, curriculum development and deliver, program evaluation, and change management for diverse learners in a multicultural setting.

TEExES 268 Principal Standards Addressed DOMAIN II-Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 003: The beginning principal knows how to collaboratively develop and implement high quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment (Backward Design)
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Student Learning Outcomes:

The syllabus/schedule are subject to change.

1. The student will articulate how curriculum is designed, developed, and managed through course discussions and assignments.
2. The student will outline the principals' role in designing curriculum for effective instruction through course discussions and assignments.
3. The student will conduct a brief needs assessment and data collection of campus curriculum and curriculum processes.
4. The student will conduct a curriculum unit review using the Understanding by Design (UbD) model.
5. The student will develop a curriculum plan incorporating three curriculum goals over a three-year period.

COURSE REQUIREMENTS

The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbooks and other assigned readings, projects, and class interaction.

Assignments:

Each student is expected to submit course assignments through D2L and complete all reading and written assignments on time, and actively engage in the class by closely connecting class topics and discussions to the textbook and other readings. Participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills.

Final Pillar Project (3 Products = 380 points)

This course will include a project to demonstrate mastery and application of learning. The project is designed to be a real-world experience to assist you as a school leader/practitioner by using data to create an improvement plan. Projects vary in nature and are individualized to the student's current professional situation. Each project will have its own set of parameters for completion. Some of your Module assignments will assist you in developing this final course project. Detailed instructions are provided within the course.

The final exam will be an application component comprised of 3 steps.

- Step 1: Data Collection/Needs Assessment PowerPoint (120 pts)
- Step 2: Curriculum Review (100 pts)
- Step 3: Developing a Curriculum Plan in narrative form (160 pts)

Step 1: Data Collection/Needs Assessment (120 pts) Conduct a brief needs assessment and data collection of your school's current curriculum and curriculum processes. Create a brief PowerPoint of your findings

Step 2: Curriculum Unit Review (100 points)
Conduct a curriculum unit review using the Understanding by Design (UbD) model.

The syllabus/schedule are subject to change.

Step 3: Developing a Curriculum Plan (160 points)

Based on the data collected in Step 1 and 2, you will identify 2 goals for the curriculum plan. Using a narrative format, write a paper with organized into the following sections: justification of curriculum, evaluation of curriculum, impact on learning, research to support the curriculum plan, other factors impacting the implementation of the curriculum plan, building support and collaboration, and follow up and support.

Assignment and Point Value Breakdown

Assignment Name	Point Value
Final Exam Pillar Step 1	120
Final Exam Pillar Step 2	100
Final Exam Pillar Step 3	160
Introduction Discussion	3
Discussions (3 at 6 points each)	18
Analysis Assignments (4 at 10 points each)	40

Total Points – 441 Points

FINAL GRADE:

- A = 90% (441 to 397 points)
- B = 80% (396 to 352 points)
- C = 70% (351 to 308 points)
- D = 60% (307 to 264 points)
- F = 50% or less (263 or less points)

TECHNOLOGY REQUIREMENTS

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LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

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[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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Fax (903) 468-8148

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Email: studentdisabilityservices@tamuc.edu

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EDAD 519 Course Calendar for Summer I 2023

June 5, 2023 (First Class Day) – July 6, 2023 (Last Class Day)

Modules	Assignments/Tasks	Due Date (Submitted to myLeo by 11:59 pm)
Module 1 June 5 - 10	Introductions-Zoom	Immediately
	Module 1 Discussion	June 9, 2023
	Module 1 Textbook Reading Analysis	June 10, 2023
Module 2 June 11 - 17	Module 2 Discussion	June 16, 2023
	Module 2 Textbook Reading Analysis	June 17, 2023
Module 3 June 18 - 24	Module 3 Textbook Reading Analysis Pillar Project Final Exam Phase 1	June 24, 2023
Module 4 June 25 – July 1	Module 4 Discussion Pillar Project Final Exam Phase 2	June 30, 2023
	Module 4 Textbook Reading Analysis	July 1, 2023
Module 5 June 2 - 6	Pillar Project Final Exam- Phase 3	June 6, 2023

Discussions are due a day ahead of the deadline to give peers time to read and respond to two other peers. Please follow guidelines. I will deduct a point off your discussion grade if this guideline is not followed. Thanks for considering everyone's time.

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EDAD 519 Course Calendar for Summer I 2023

June 5, 2023 (First Class Day) – July 6, 2023 (Last Class Day)

Modules	Assignments/Tasks	Due Date (Submitted to myLeo by 11:59 pm)
Module 1 June 5 - 10	Introductions-Zoom	Immediately
	Module 1 Discussion	June 9, 2023
	Module 1 Textbook Reading Analysis	June 10, 2023
Module 2 June 11 - 17	Module 2 Discussion	June 16, 2023
	Module 2 Textbook Reading Analysis	June 17, 2023
Module 3 June 18 - 24	Module 3 Textbook Reading Analysis Pillar Project Final Exam Phase 1	June 24, 2023
Module 4 June 25 – July 1	Module 4 Discussion Pillar Project Final Exam Phase 2	June 30, 2023
	Module 4 Textbook Reading Analysis	July 1, 2023
Module 5 June 2 - 6	Pillar Project Final Exam- Phase 3	June 6, 2023

Discussions are due a day ahead of the deadline to give peers time to read and respond to two other peers. Please follow guidelines. I will deduct a point off your discussion grade if this guideline is not followed. Thanks for considering everyone's time.

The syllabus/schedule are subject to change.



EDAD 556.81B

Building Capacity for Powerful Learning

COURSE SYLLABUS: Summer II, 2023

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.

Office Location: Ed. North #131

Office Hours: Tuesdays 9:30am – 2:00pm; Virtually each Wednesday 5pm - 6pm; Other times made available upon request

Office Phone: 903-886-5520

Office Fax: 903-886-5507

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: **Cell – 903-245-8712; Email**

Communication Response Time: 24 to 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

1. Sorenson, R., & Goldsmith, L. (2009). *The principal's guide to managing school personnel*. Corwin Press. ISBN: 978-1-4129-6123-3.
2. Sorenson, R., & Goldsmith, L. (2018). *The principal's guide to school budgeting* (3rd. Ed.). Corwin Press. ISBN-13: 9781506389455
2. American Psychological Association. (2020). *Publishing manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association. ISBN: 978- 1-4338-3216-1

Other suggested readings and websites will be provided during the course.

The syllabus/schedule are subject to change.

Course Description

Student Learning Outcomes (Should be measurable; observable; use action verbs)

EDAD 556. Building Capacity for Powerful Learning. 3 Hours.

This school leadership course is designed to develop the candidate's knowledge and skills of human resources, the budgetary process, and the financial accounting system. The human resources section will focus on personnel management and instructional supervision skills needed to create an effective learning environment for all students. The budgeting and finance sections will focus on performance-based projects related to budget planning and development, resource acquisition and allocation, the accounting code system, and the school finance system.

Student Learning Outcomes

At the end of this course learners will be able to:

1. Evaluate the dynamics of personnel management and site-based leadership within the school setting.
2. Analyze and apply principles and procedures related to recruitment, retention, interviewing, professional development and supervision.
3. Examine the causes of and procedures for the suspension, transfer, reduction and dismissal of personnel.
4. Describe the standards related to human resources, budgeting and funding.
5. Manage the budgetary processes, practices and systems efficiently.
6. Prepare an analysis of the budgetary process as outlined in Financial Accounting System Resource Guide
7. Utilize the 20-digit FASRG expenditure codes in a simulation activity.
8. Discuss the basic school finance principles as related to the school district.

The syllabus/schedule are subject to change.

Texas Administrative Code - Chapter 248

Program Principal Standards (268 Exam)

DOMAIN III — Human Capital (Human Resource Management)

Competency 006

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — Executive Leadership (Communication and Organizational Mgmt.)

Competency 008

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
- D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
- E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals.

Domain V – Strategic Operations (Alignment and Resource Allocation)

Competency 010

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be proficient in MS Word, Excel and PowerPoint.

Instructional Methods

This is a fully online course. It is instructor led with a course schedule.

The course content is presented in learning modules in My Leo Online. Each module contains instructions, and the course schedule outlines the due dates. In each module, you will work on various combinations of assignments, activities, discussions, readings, research, etc., which will be made available to you on the first day of the Module and will close on the last day of the module.

The syllabus/schedule are subject to change.

As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. The instructor will create a learning environment and provide guidance for engagement with the content and learning activities.

The course learning outcomes and content are aligned with the principal standards and competencies. Evaluation will be based on all standards-based assignments and modules completed. Assigned points will be awarded to each assignment, discussions, and other projects completed. The final course grade will be determined by the total points earned.

Assignments are designed to be learning experiences for students, and it is expected all students actively will participate in the class through discussion boards, completion of assignments and special projects.

Student Responsibilities or Tips for Success in the Course

Students are required to log into the course daily, respond to discussion board prompts, submit weekly assignments, take exams and collaborate with classmates when required.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69% F = 59% or Below

Your final course grade consists of the following:

Assignments	40%
Discussions	20%
Project I	15%
Project II	15%
Journal	10%
Total	100%

Assessments

Module Assignments: 40 Points

The syllabus/schedule are subject to change.

Each module will include readings and activity segments. Assignments related to these activities will reflect students' understanding of the topic. These assignments will be due at the end of each module and submitted as directed each week.

Learning Outcome(s): 1-8

Principal Program Competencies(s): 005,006,009,010

Discussion Forums: 20 Points

Each module will consist of several learning activities. Also, the modules will include small discussion, reflection activities, individual learning activities, and written papers. For this course to be beneficial, each student is expected to participate in online discussions daily, to ask relevant questions, demonstrate understanding of course content, and reflection. This means that each student should be conscious of the class schedule and prepared to share with classmates in conversation and activities content in weekly modules.

The discussion forums are related to the chapter readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). The instructor will monitor discussions.

Learning Outcome(s): 1-8

Principal Program Competencies(s): 005,006,009,010

Professional Development Project I: 15 Points

This real-world exercise that allows school leaders to design and articulate a Professional Development (PD) plan for a campus (Part 1), an instructional group (Part 2) and an individual teacher (Part 3). Your project will create a model for PD planning for each of these levels. Each school leader should be able to plan appropriate PD for instructors (Competency 005) through the use of observation and data (Competency 004). These plans should be built on the Personnel Success Model found in your Goldsmith text to align the district vision and campus goals to teacher development (Competency 009). Your plan should also provide implications for future hiring, retention, coaching and mentoring of teachers (Competency 006).

Learning Outcome(s): 1-4

Principal Program Competencies(s): 004, 005, 006

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Strategic Thinking Project II: 15 Points

This assignment is a real-world exercise that allows school leaders and practitioners to develop a PLC (School Leadership Team) and action plan to address a real school issue. There are a total of 2 parts to this project. Part 1- Choose Your Team and Part 2 - Train Your Team

Journal Entries: 10 Points

Learning Outcome(s): 1-8

Principal Program Competencies(s): 005,006,009,010

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

The syllabus/schedule are subject to change.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The best way to contact your instructor is through University email. While a cell phone number is provided, please be sensitive of reasonable call times. It is best to agree to a call time by email first. For me, Dr. Sharon Ross, you must first send a text so I can save your name with your number so when you call you do not show up as spam. I will generally responds to emails within 24 - 48 hours depending upon the circumstances of the day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Generally, the program does not accept late work; however, if faced with a serious life issue, please contact your professor for options. I work with each student on an individual basis of personal need and severity of each case.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

The syllabus/schedule are subject to change.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

The syllabus/schedule are subject to change.

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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Department or Accrediting Agency Required Content

AI use in course

[Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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COURSE OUTLINE / CALENDAR

EDAD 556 – Summer II 2023

Modules	Assignments	Due Dates
<p>All modules are opened at the beginning of the course so you can work ahead if you have time</p>	<p>Readings and activities are posted within each module. Students will have a chapter reading presentation assigned each week.</p>	<p>All assignments are due at 11:59 PM on the due date listed.</p>
<p>Module 1 7/10 – 7/15 School Culture</p>	<p>Introduction M1 Discussion</p> <p>M1 Journaling M1 Assignment</p>	<p>Due 7/15</p> <p>7/15 7/15</p>
<p>Modules 3 and 4 are combined this week 7/16 – 7/22 M3 Recruitment and Selection M4 Mentoring, PD issues</p>	<p>Project A Professional Development Project Introduced</p> <p>M4 Professional Development Project A (Due)</p>	<p>Due 7/22</p> <p>7/22</p>
<p>Module 5 7/23 – 7/29 Introduction to School Finance</p>	<p>M5 Discussion 1</p> <p>M5 Journaling M5 Assignment</p>	<p>Due 7/29</p> <p>7/29 7/29</p>
<p>Module 6 7/30 – 8/5 Accounting</p>	<p>M6 Discussion M6 journaling M6 Assignment Project B (Introduced here and due in Module 7)</p>	<p>Due 8/5 8/5 8/5 8/10 (Due in Module 7)</p>
<p>Module 7 8/6 – 8/10 Funds and Auxiliary Services</p>	<p>M7 Discussion M7 Assignment Project B (Due)</p>	<p>Due 8/10</p>

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Course Calendar

EDAD 556 – Summer II, 2023

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Module 1 7/10 – 7/15 School Culture	Introduction M1 Discussion M1 Journaling M1 Assignment	Due 7/15 7/15 7/15
Modules 3 and 4 are combined this week 7/16 – 7/22 M3 Recruitment and Selection M4 Mentoring, PD issues	Project A Professional Development Project Introduced M4 Professional Development Project A (Due)	Due 7/22 7/22
Module 5 7/23 – 7/29 Introduction to School Finance	M5 Discussion 1 M5 Journaling M5 Assignment	Due 7/29 7/29 7/29
Module 6 7/30 – 8/5 Accounting	M6 Discussion M6 journaling M6 Assignment Project B (Introduced here and due in Module 7)	Due 8/5 8/5 8/5 8/10 (Due in Module 7)
Module 7 8/6 – 8/10 Funds and Auxiliary Services	M7 Discussion M7 Assignment Project B (Due)	Due 8/10