EDAD 556.81B
Building Capacity for Powerful Learning
COURSE SYLLABUS: Summer II, 2024

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.
Office Location: Ed. North #113A
Office Hours: Tuesdays 9:30am – 2:00pm; Virtually each Wednesday 5pm-6pm; Other times made available upon request
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Preferred Form of Communication: **Cell – 903-245-8712; Email**
Communication Response Time: 24 to 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

1. Davis, D.Ro

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.

Course Description

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

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

The syllabus/schedule are subject to change.

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.

Texas Administrative Code - Chapter 248

Program Principal Standards (268 Exam)

The syllabus/schedule are subject to change.

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 syllabus/schedule are subject to change.

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.

As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

The syllabus/schedule are subject to change.

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

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.

The syllabus/schedule are subject to change.

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

Strategic Thinking Project II: 15 Points

The syllabus/schedule are subject to change.

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.

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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

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

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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&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

The *syllabus/schedule are subject to change*.

Course Calendar
EDAD 556 – Summer II 2024 (online)

Modules Topics	Assignments Readings and learning activities are posted within each module. (D&F = Davis & Fowler text)	Due Dates All assignments are due at 11:59 PM on the Sunday after class session unless otherwise indicated.
Week 1 School Culture, HRD	Introduction Activity M1 Assignment D&F Chapters 1-3, 5	July 14
Week 2 Leader Communication, Recruitment & Selection;	D&F Chapters 5-6 PD Planning Project (Introduced) Discussion	July 21
Week 3 (Modules 3-4) Assessing Performance	D&F Chapters7-9 PD Planning Project (Due)	July 28
Week 4 (Module 5) Mentoring & Coaching for Equity; PD interventions; Adult Learning	D&F Chapters 10-11 Aguilar: Coaching for Equity, Ch. 9 Provided for You M5 Assignment Project B (Introduced)	August 4
Week 5 – (Module 6) Intro to Budget & Finance, Accounting, Planning	M7 Assignment Project B (Due)	August 8 Last Day of Term is August 8.

EDAD 515: Leading Effective Schools
Course Syllabus Summer 1, 2024

Office Location: Young EDN 113A
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; Response Time: 48 hours or less
Office: 903-886-5520 | Mobile: 903-245-8712

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* (7th 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 §149.2001Principal Standards 1-5*
- *TExES Competencies 001-011*

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

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 identify effective educational programing 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;*

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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 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.

The *syllabus/schedule are subject to change.*

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

<u>Completion of assignments</u>
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 professor. Please attach your assignments as indicated in the course module. Please be mindful of your submission deadlines.

<u>Internet Outages.</u>

The *syllabus/schedule are subject to change.*

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

The *syllabus/schedule are subject to change.*

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 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.

The syllabus/schedule are subject to change.

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 include 5 pages of content (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.

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

A = 90%-100%
B = 80%-89%

The *syllabus/schedule are subject to change.*

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

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

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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

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.

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.

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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

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

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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&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

The *syllabus/schedule are subject to change.*

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**

The syllabus/schedule are subject to change.

SUMMER 2024 EDAD 515 COURSE OUTLINE / CALENDAR

Module	Assignments	Date Due
Module 1 June 3-June 9 History of Public Education	Zoom Meet and Greet Assigned Readings: Read Chapter 1 &2 Vornberg Text) and all Lesson Tab Materials Discussion Thread Participation : Geoffrey Canada's Message and Meaning Reflective Paper #1	June 9, 2024 11:59pm
Module 2 June 10 – June 16 Students, Culture, and Schools in Texas	Assigned Readings: Read Chapters 3 & 23 Vornberg Text and all Lesson Tab Materials and Principal Standards/Competencies Discussion Thread Participation: How Do Schools Promote Equity Reflection Paper #2	June 16, 2024 11:59pm
Module 3 June 17 – June 23 Education Leadership is No Accident	Assigned Readings: Read Chapter 4 & 5 Vornberg Text and all Lesson Tab Materials Discussion Thread Participation: Ethical Decision Making Case Leadership Paper	June 23, 2024 11:59pm
Module 4 June 24 – June 30 Leading and Managing the Change Process and the Principalship	Assigned Readings: Read Chapter 6 & 9 Vornberg Text and all Lesson Tab Materials Discussion Thread Participation: Who Moved My Cheese Reflection Paper #4	June 30, 2024 11:59pm
Module 5 July 1-3 Pillar Project and "AHA" Moment Course Impact	Discussion Thread Participation: Aha Moment – Course Impact Pillar Project Assignment - Stakeholder Communication	July 3, 2024 11:59pm

The *syllabus/schedule are subject to change.*

Texas A&M University-Commerce

EDAD 561
Culturally Responsive Campus Leadership
Summer 2024

Course Syllabus

P*lease Note: All assignments and due dates are subject to change at the instructor's discretion. Students will be advised of changes via university email and announcement postings in D2L*

INSTRUCTOR INFORMATION

Instructor: **Sharon Ross, Ed.D**.
Office Location: EDN 113A
Office Hours: Tuesday 9:30a.m.– 2:30p.m. and, upon request - Virtual (Online)
Cell Phone: 903-245-8712
Office Phone: 903-886-5520
Office Fax: 903-886-5507
University Email Address: Sharon.Ross@tamuc.edu
Form of Communication: email, text, call
Communication Response Time: within 24 hours; weekends might be longer

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

(1) *Diversity Matters: Understanding Diversity in Schools*, 2nd Edition Lynn Kell Spradlin
ISBN-10: 1111341672 ISBN-13: 9781111341671 © 2012

(2) Preparing for School Leadership in Texas: *Mastering the Principal Competencies and Challenges of 21st Century School Leadership* Author: Kriss Kemp-Graham Publisher: NCPEA Publications

(3) Publication Manual of the American Psychological Association / Edition 7

Course Description

Culturally Responsive Campus Leadership- Three semester hours. This course will critically examine variables of race, power, legitimacy, cultural competence, poverty, disability, ethnicity, gender, age, language, and other factors impacting learning in Texas, the United States, and globally in public education systems (PK-12). Emphasis will be placed on the varied leadership styles and skills needed to provide effective leadership for 21st-century schools and 21st-century students.

Student Learning Outcomes: *Students will be challenged and expected to*:

1. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas Principal to establish and implement a shared vision and culture of high expectations for **ALL** staff and students as evidenced by the school leaders' ability to leverage school culture to drive improved outcomes and create high expectations for **ALL**.
2. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas Principal to promote the success of **ALL** students by acting with integrity and fairness and in an ethical manner by promoting awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.
3. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas School Principal to act with integrity, fairness, and ethically and legally by applying knowledge of ethical issues affecting education; applying legal guidelines to improve learning opportunities; serving as an advocate for all children and promoting the continuous and appropriate development of **ALL** students.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND SBEC TEXES COMPETENCIES

SBEC TeXes Competencies 011-- **The entry-level principal can provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

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DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal can provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
- o Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- o Models and promotes the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors.
- o *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- o *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- o *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- o *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- o *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

TAC Rule §149.2001--Principal Standards 4-School Culture

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
(A) Knowledge and skills.
- (i) Effective culture leaders:
  - o (I) leverage school culture to drive improved outcomes and create high expectations.
  - o (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school.
  - o (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment.
  - o (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
  - o (V) treat families as key partners to support student learning, creating structures

for two-way communication and regular updates on student progress. Families and the community have regular opportunities to engage with the school and participate in school functions.

- (ii) In schools with influential culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff are responsible for communicating the vision in their classrooms and implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with their students' families to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

- (i) **Shared vision of high achievement**. The principal develops and implements a shared vision of high expectations for students and staff.

- (ii) **Culture of high expectations**. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional support for students.

- (iii) **Intentional family and community engagement**. The principal engages families and community members in student learning.

- (iv) **Safe school environment**. The principal creates an atmosphere of safety that encourages staff and students' social, emotional, and physical well-being.

- (v) **Discipline.** The principal oversees an orderly environment, maintaining expectations for student behavior while implementing various student discipline techniques to meet the needs of individual students.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook*).*

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

COURSE OUTLINE AND EXPECTATIONS

DESIGN OF THE CLASS

This class is designed on constructivist 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 by constructing their 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. I expect that all students participate fully in all activities and assignments to maximize their learning experience. This web-based course will comprise several learning activities, including (but not limited to) small & large group discussions, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. For this class to be exciting and beneficial, each student must have recorded weekly minutes in the D2L portal. The D2L reports these minutes to me. In certain circumstances, if a student is (inactive) for "0" recorded minutes, they are dropped from the course.

Students must be prepared to lead and/or enter into discussions, ask relevant questions, and share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

ONLINE CLASS ENVIRONMENT

Please practice courtesy, respect the opinions of others, use positive language and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Assignment/Assessment	Grade Points
Constructed Responses @ 4	100 = 400
Artifact Video Response @ 1	100 = 100
Case Study PPT Video @ 2	100 = 200
Final @ 1	100 = 100

Final grades will be calculated on the following scale

700-800	A	Excellent
600-699	B	Good
500-599	C	Poor
Below 500	F	Unacceptable

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the instructor in assessing student work. However, the final grade awarded for the course will be at the instructor's sole discretion. It will be based on several factors, including but not limited to the rubric provided (see the Course Grade Rubric attached). Points will be deducted for the submission of late work.

ASSIGNMENTS

Completion of assignments

Each student is expected to work individually and/or with a group at the instructor's direction to complete the course assignments. All coursework is expected to be submitted by the posted deadline. Assignments will not be accepted via email to the professor, and work submitted to the wrong assignment box will not be accepted. Please be mindful of your submission deadlines.

In the instances when you experience internet outages, and you are requesting an extension, documentation of the outage will need to be provided. Please contact your internet provider for the documentation. If you are in an area prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing D2L. D2L can be accessed on your smartphone. Additionally, there are numerous places where internet access is Free:

Please have a backup plan for internet outages.

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 the technical requirements

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Zoom Video Conferencing Tool
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COMMUNICATION AND SUPPORT

Please contact your instructor if you have any questions or are struggling with the course material.

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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

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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

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

Students with Disabilities-- ADA Statement

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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.

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COURSE CALENDAR
June 3 – July 3, 2024

Module	Assigned Reading	Assigned Task	Date Due
One	Chapters 1&2	Timed Constructed Written Response (1)	June 9
Two	Chapters 3&4	Case Study Artifact Video Response (1)	June 9
Three	Chapters 5&6	**Case Study/PPT** Video Response (1)	June 16
Four	Chapters 7&8	Timed Constructed Written Response(1)	June 16
Five	Chapters 9&10	Timed Constructed Written Response(1)	June23
Six	Chapters 11&12	**Case Study/PPT** Video Response (1)	June 23
Seven	Chapters 13&14	Timed Constructed Written Response(1)	July 3
Eight	NONE	**Final Project PPT/Video**	**July 3**

Assigned Text Book: Diversity Matters
Assigned Case Study Text Book: Preparing for School Leadership in Texas

Texas A&M University-Commerce

EDAD 639 Educational Program Evaluation for School Leaders
Department of Educational Leadership
College of Education and Human Services
Course Syllabus
See new statement on use of AI

Instructor: Sharon Ross, EdD, Assistant Professor, Educational Leadership
Office Location: Ed North, 113A and Virtual by Appointment
Office Hours: Tuesday, 9:30a.m. – 2:30p.m.
Office Phone: 903.886.5577 (Ed Leadership Office; **Cell 903-245-8712**)
Email, phone, text for appointment.
University Email Address: Sharon.Ross@tamuc.edu

Required Texts

1. American Psychological Association. (2020). *Publishing manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association. ISBN: 978- 1433805615

2. *Mixed Methods for Policy Research and Program Evaluation* 1st Edition
   by Patricia E. Burch (Author), Carolyn J. Heinrich (Author)
   ISBN-13: 978-1452276625
   ISBN-10: 1452276625

3. *Evaluating School Programs: An Educator's Guide*
   by James R. Sanders and Carolyn D. Sullins
   ISBN-13: 978-1412925242
   ISBN-10: 141292524X

Course Description

EDAD 639 will focus on theory and practice of evaluation including research methods and design strategies to measure program outcomes and skills to evaluate personnel and projects. The course will include components of evaluation models and management of educational functions, and skills in preparing and communicating evaluation findings.

Student Learning Outcomes

The *syllabus/schedule are subject to change.*

The purpose of the doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. The doctoral student is expected to gain many new concepts, zeal for adding to the sum of human knowledge, and the ability to conduct original research and to think clearly and independently. The student must also develop the professional competencies necessary for the application of knowledge in the essential areas of human and public interest. Guidance toward extended reading and research is an integral part of graduate study. To assist students in achieving the state purposes of the doctoral program, the following goals/objectives have been developed for this course. Upon successful completion of this course, students will:

1. Demonstrate the purposes and importance of educational program evaluation.
2. Analyze the interdependent relationship between the dimensions of management and evaluation.
3. Differentiate between a variety of program evaluation models and the individuals associated with their development and use.
4. Compare and contrast historical and current literature in the area of program evaluation.
5. Apply the knowledge and skills of evaluation to existing programs and the planning of new programs.
6. Evaluate a variety of measures/data gathering techniques available for use in program evaluation.
7. Assess the complexity of the relationships between educational program evaluation and other elements, including, but not limited to, ethics, politics, communication, finances, decision-making, curriculum development and implementation, staff development, accreditation, school reform/restructuring, and teacher evaluation.

COURSE REQUIREMENTS

Performance Expectations

Student performance evaluation for this course will be based on the below listed activities/assignments. Directions for the completion of the assignments and due dates are posted in the course.

Applications to Your Work Written Assignments	**20%**
Journal Article Critiques	**20%**
Peer Review & Feedback Discussion	**20%**
Program Evaluation Plan	**40%**

Grading Scale
The grading scale listed below is a guide. The instructor reserves the right to evaluate and assign the final course grade.
90%-100% A
80%- 89% B
70-79% C
60%-69% D
Below 60% F

The *syllabus/schedule are subject to change.*

Policy on Late Work

I will not accept late work in this course without permission ahead of time. As doctoral students, punctuality and professionalism of assignments are expected. This class moves quickly and falling behind is usually detrimental to the quality of your work and therefore your grade.

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.

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. Please do not hesitate to contact me because my philosophy for all students is that you *do not suffer in silence*. You may email, text, or call for clarification and support of assignment instructions when needed.

Technical Support

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

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

Interaction with Instructor Statement

Email is the preferred method: Sharon.Ross@tamuc.edu

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

The *syllabus/schedule are subject to change.*

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:

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

AI use in course [Draft, 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

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/

The *syllabus/schedule are subject to change.*

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 Campusdocument and/or consult your event organizer. Web url: http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet yOfEmployeesAndStudents/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.

The *syllabus/schedule are subject to change.*

COURSE OUTLINE / CALENDAR

June 3-August 08, 2024

Module	Topic	Assignment/Points	Discussion/Points (All discussion threads due Thursday/replies Saturday, except Module 1
Week 1 First Class Day Monday **6/3 - 6/9**			
Module 1	Course Orientation Why Evaluate School Programs	**No Assignment**	Introductions – 0pts Due On or by 6/9
Week 2 - 6/10 – 6/16			
Module 2	Evaluation Questions	Application to your work #1: Eval questions. 10pts.	Peer Review/Feedback 5pts Due 6/16
Week 3 – 6/17 – 6/23			
Module 3	Conceptualizing the Evaluation using Mixed Methods	**No Assignment**	Peer Review/Feedback 5pts Due 6/23
Week 4 – 6/24 – 6/30			
Module 4	Application: Research to Practice Collaborative	Application to your work #2 10pts Due: 6/30	
Week 5 – 7/1 – 7/7 (7/4 is Independence Day, University Closed)			
Module 5	Article Critiques	**No Assignment Article Critique 1 begin…due next week**	
Week 6 – 7/8 – 7/14			
Module 6	Readings: Selected evaluation report article	Article Critique #1 10pts. Due: 7/14	
Week 7 – 7/15 – 7/21			
Module 7	Designing & Implementing the Evaluation	Article Critique #2 10pts Due 7/21	

The *syllabus/schedule are subject to change.*

Week 8 – 7/22 – 7/28			
Module 8	Program Logic Models	**No Assignment**	Peer Review/Feedback 5pts Due 7/28
Week 9 – 7/29 – 8/4			
Module 9 & Final Assignment	Evaluation Tools for Policy	**No Assignment**	Peer Review/Feedback 5pts 8/4
Week 10 – 8/5--8/8			
Module 10	Program Evaluation Assignment	Final Evaluation Plan 40 pts Due: 8/8	
Total Points		80 pts	20pts
Grand Total Points = 100pts			

The *syllabus/schedule are subject to change.*

DISSERTATION: EDAD 718-10E
COURSE SYLLABUS: Summer 2024

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.
Office Location: ED North, #113A
Office Hours: Virtual upon request; Tuesday 9am – 2pm
Cell Phone: 903-245-8712
Office Phone: (903) 886-5577 (EDAD Main Office at TAMUC)
Office Fax: 903-886-5507
University Email Address: Sharon.Ross@tamuc.edu
Preferred Form of Communication: Please use the University email address for all communication or text my cell with your name and message and I will get back to you.
Communication Response Time: Email will be answered within 24 hours.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.) American Psychological Association.

Dissertation Methods text from all previous courses

Software Required
Updated PC and internet

Course Description

Semester Hours: Three (3) to twelve (12)

A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of

The syllabus/schedule are subject to change.

research, the results of which reveal superior academic competence and a significant contribution to knowledge.

EDAD 718 is graded on an (I) satisfactory or (U) unsatisfactory basis. The grade will be posted as (I) until the dissertation is completed and defended. Your grade will be given by your dissertation chair. You must demonstrate substantive progress to receive a satisfactory grade. This course can serve as documentation of that progress or the lack thereof.

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

1. Dissertation Candidate will complete chapters as assigned with success as indicated by a successful proposal defense by the end of the semester
2. Dissertation Candidate will complete IRB application as approved by the chair by the date due.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

As needed to complete dissertation

Student Responsibilities or Tips for Success in the Course

ENROLLMENT IN DISSERTATION (EDAD 718) Continuous enrollment.
After the student is admitted to candidacy for the doctoral degree, the student must continuously enroll in EDAD 718 until the dissertation is complete. University policy states that the student must be enrolled in 718 while receiving advice or assistance from a member of the faculty or while utilizing university facilities. Therefore, the student must be registered in 718 during the semester the dissertation is submitted.

Minimum and maximum 718 credit.
Regardless of the number of semester hours of EDAD 718 in which a student enrolls, no more than 12 hours, as designated on the degree plan, will be counted for credit. A reduced fee may be approved by the Registrar's Office and Graduate School after admission to candidacy and completion of all coursework other than 718. The student is reminded that the University will charge out-of-state tuition for credits earned above 99 hours.

Dissertation Defense. Scheduling Defense.
Your final dissertation draft must be submitted to each member of your committee a minimum of 2 weeks prior to scheduling your final defense date. This normally means

The syllabus/schedule are subject to change.

each member of your committee must have your complete proposal no later than the 1st of the month PRIOR to the month you wish to conduct your final defense.

Forms.
Schedule for the Presentation of the Final Dissertation Defense, available from the Graduate School, must be filed in the Graduate School by the 20th of the month prior to the month the defense is held. A Final Examination Report will then be forwarded by the Graduate School to the department for recording the results of the defense. The dissertation defense is a public event and open to all interested graduate faculty and students. Voting persons include the major professor and committee members only.

After the Defense.

The candidate will distribute and obtain relevant signatures on Signature Pages and the Graduate School Advisor's Approval form. Additionally, the candidate and the major professor will prepare a list of agreed upon changes or modifications to be made to the defended manuscript prior to its submission to the Graduate School.

Following approval by the COEHS Dean, the candidate will submit the completed Graduate School Approval Form, Signature Pages, and a copy of the completed manuscript to the Graduate School. Candidates are cautioned to be aware of required deadlines for final submission of all dissertation or thesis manuscripts, necessary forms, copyright agreements, UMI materials, fee payments, and applications for graduation etc.

If the dissertation defense is successful, the doctoral advisory committee chair completes the Final Examination Report, which is signed by committee members and the Dean of the College of Education and Human Services. University Guidelines.

It is the student's responsibility to carefully follow the policy stated in the Graduate Catalog regarding the final dissertation, number of copies, deadlines, etc.

GRADING

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

Grade in EDAD 718 Grades. A grade of "in progress" (I) or "unsatisfactory progress" (U) is recorded each semester until the dissertation is successfully complete and the student graduates. The registrar's office will change all I grades to an S for the final transcript.

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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

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Interaction with Instructor Statement

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will usually respond to your emails at Sharon.Ross@tamuc.edu within a 24-hour time frame. At times, it may take up to 48 hours. On weekends, I am busy with church and family, but I try to take care of communication when I can. Grades will be provided for assignments within 10 days of the original submission date.

You may also reach me via my cell phone (903-245-8712). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message and I will return your call to help you.

I encourage you to use either Leo-mail or my cell phone if you need assistance.

"Do not suffer in silence."

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Follow the Dissertation guidelines and Doctoral handbook

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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

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[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

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Velma K. Waters Library Rm 162 Phone
(903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

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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.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) 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&MCommerce campuses. Report violations to the University Police Department at 903886-5868 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

The *syllabus/schedule are subject to change.*

AI use policy [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

Dissertation Chapter	Topic/Assignment	Date Due	Notes
Zooms As Scheduled	Check In - Updates	See Schedule on D2L Each student is on a different schedule	
	Problem and Purpose Statement Check In - Updates		

The syllabus/schedule are subject to change.

	Check In - Updates		
Chapter 2	Chapters 1 and 2		
Group Zoom	Check In - Updates		
Group Zoom	Check In – Updates		
Group Zoom	Check In - Updates		
Chapter 3	Chapter 3 IRB Application & Documentation		
Group Zoom	Check In - Updates		
Proposal	Proposal Schedule on D2L		

Individual Zooms and calls are welcomed and may be scheduled as needed by student or professor.

The *syllabus/schedule are subject to change.*