



**Spring 2023 EDAD 510.01W Leading Learning Communities Practicum
Texas A&M University-Commerce Course Syllabus**

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.

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Preferred Form of Communication: Text, call, or Email

Required Textbook

Ballenger, J., Kemp-Graham, K., & Jiang, M. (2020). Research-based strategies and best strategies and best practices for aspiring school leaders: A resource guide for the TExES Principal Exam (268) and the Performance Assessment (PASL). Sentia Publishing.

<https://sentiapublishing.com/philosophy-psychology-and-education/research-basedstrategies-and-best-practices-for-aspiring-school-leaders-a-resource-guide-for-the-texasprincipal-exam-268-and-the-performance-assessment-pasl-ballenger-jiang-kemp-grahampaperback/>

Course Description

This course is designed to develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in the real world setting of functioning schools. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for school building leadership.

Through the activities of this course, students will bridge the gap between (1) theory and practice, and (2) students' academic and experiential learning. In the Practicum, students will engage in self-assessment of strengths, challenges, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences.

The syllabus/schedule are subject to change.

Students will be challenged and expected to: 1) think critically about the role of the principal and leading effective schools, 2) engage in reflective thinking about the role of the principal and leading effective schools, 3) integrate a variety of ideas regarding the role of the principal and leading effective schools, and 4) synthesize coursework into a meaningful framework of understanding about the role of the principal and leading effective schools.

Student Learning Outcomes

This Practicum should provide opportunities to work with and to learn from administrators in schools. Through field-based experiences, the student can strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following. Students will be able to:

1. Analyze administrative skills, techniques, and strategies by observing a professional administrator.
2. Apply learned administrative skills, techniques, and strategies to the fieldbased experiences.
3. Develop, refine, and communicate a philosophy of education as a result of the Practicum experience.
4. Demonstrate proficiency in administrative activities in the work setting aligned to all nine Texas principal competencies.

Completing the Practicum Proposal

Be sure that you have planned activities to meet all 11 principal competencies, the seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 241.15, and the five TAC Standards for Principals, Chapter 149. (These are all available to you in DocSharing in D2L) Be sure to include the anticipated completion dates for each activity that you propose. Collect artifacts to serve as evidence to document the completion of activities for each principal competency. Activities selected for completion of the 160 log activities must come from the “**List of Approved Log Activities**” located in Doc Sharing

Role of the Campus Administrator/Site Supervisor

The role of the cooperating principal as a supervisor to the Practicum Student is the critical factor in making the Practicum a success. The guidance and counsel of the Site Supervisor is of the utmost importance in helping the Practicum Student’s activities to be fulfilling and appropriate.

The functions of the campus Site Supervisor include, but are not limited to:

1. Agree to act as supervisor/mentor to the Practicum Student.
2. Review the Practicum materials found in the Principal Practicum Program booklet.
3. Conference with the Practicum Student concerning expectations, activities, areas of skills and knowledge development found in the Principal Practicum Program booklet.

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4. Meet with the Practicum Student to discuss activities, tasks and experiences, review progress, discuss successes and determine additional growth for the Practicum Student.
5. Approve and sign each of the logs created by the Practicum Student.
6. Conference with the Texas A&M University-Commerce Site Supervisor on the Practicum Student's growth and achievements during the semester-long Practicum.
7. Complete and submit the Site Supervisor Evaluation Form at the end of the semester.

COURSE REQUIREMENTS

The basis of this course is to provide the student with an understanding of functions that are important to campus level administrators. The course is made up of a series of assignments and assessments to assist you in achieving that level of understanding.

Assignments

Assignments are to be turned in electronically no later than the date they are due for credit. **LATE ASSIGNMENTS ARE NOT ACCEPTED. PLEASE SEE COURSE CALENDAR FOR ALL DUE DATES.**

Grading

Grades will be determined on a total point basis, covering multiple assignments outlined in the syllabus and found in the D2L course shell listed by week. Grades will be posted in point values in D2L. The final points (2,480 points is the total maximum) will calculate on a percentage scale covered to a letter grade according to the following scale:

Course Points	Percentage	Course Letter Grade
2,232-2,480	90%-100%	A
1984-2,231	80%-89%	B
1983-1736	70%-79%	C
1735-1488	60%-69%	D
1487 and Below	59% and Below	F

The professor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

Note: While the completion of the minimum 160 hours is necessary for a passing grade in the course, the other assignments listed will figure into the overall grade assigned by the instructor. As such, the grading strategy for this course is based on the ***successful completion of all required activities.***

GENERAL DESCRIPTION OF PRACTICUM ACTIVITIES

The syllabus/schedule are subject to change.

1. *Practicum Logs*

- a. Each practicum student must complete and document a minimum of 160 hours of activities per semester of Practicum according to guidelines from the Texas Education Agency (TEA).
 - b. Activities selected for completion of the 160 log activities must come from the “List of Approved Log Activities” located in Doc Sharing.
 - c. The 160 log hours must be comprised of ALL 11 principal competencies, the seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 241.15, and the five TAC Standards for Principals, Chapter 149.
 - d. Practicum Students shall complete and submit 3 logs as assigned. Practicum logs must be submitted in D2L to the university Field Supervisor at 3 intervals during the Practicum experience.
 - i. Log 1- 60 hours completed
 - ii. Log 2- 110 hours completed
 - iii. Log 3-160 hours completed
 - e. Each log should have the university approved cover sheet *with the signature of the campus Site Supervisor and the principal Practicum Student with dates by the signatures*. Log totals (for Logs 1, 2, and 3) should be by the signatures as well as the total cumulative hours that the Practicum Student has logged. Required hour completion and deadlines are listed below. Please see the course calendar for specific dates. Each log submission must have your site supervisor’s signature.
 - f. Only a maximum of 10 hours can be counted for any one specific activity.
 - g. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mails, reports). Artifacts should be shared with supervisors during visits and must be documented and scanned in the Practicum Student’s final electronic portfolio by the final submission date.
2. *Reflections*. In addition to the log entries, practicum students submit reflections. The reflection is designed to allow the Practicum Student to demonstrate a connection to theory and to assess his/her experiences in an unstructured manner.
- a. The Practicum Student should examine and evaluate what occurred during the learning timeframe and decide what went well, what did not go well, and what might have been done differently to resolve the issues successfully, i.e. assess your actions and faculty and staff actions with parents, students, and colleagues.
 - b. Note: This written narrative should include a free flow of thoughts and feelings about what you have been involved with during the timeframe covered. In the reflection narrative, do not repeat what you said in the log. Dissect and evaluate what occurred. You will want to reference professional readings that you have completed in the reflection. The Practicum Student should reference professional readings when appropriate in the reflection. Use the American Psychological Association (APA) Manual, 7th edition, in writing and in citations used in your reflection.
3. *Collection of Practicum documents*. Each Practicum Student shall collect artifacts (i.e. meeting agendas, notes, forms, e-mails, reports) that serve as evidence of the activities

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documented in the logs. Artifacts should be documented and scanned in the Practicum Student's final electronic portfolio by the final submission date.

Practicum Evaluation

A final grade of A, B, C, D, F, will be assigned at the end of the semester. The factors used in the evaluation are:

1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted ontime to the supervising professor.
2. The quality of the Practicum plan.
3. The quality of any projects completed as part of the activities.
4. The quality of the alignment to the seven principal curriculum standards, the five principal standards, and the nine principal competencies necessary to serve as a principal in Texas. These are referenced in the next section.

Practicum Proposal

The Practicum Student will complete a Practicum Proposal. This proposal should include the competencies and/or activities that will be completed to meet the following:

1. The seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 241.15,
2. The five TAC Standards for Principals, Chapter 149, and
3. The eleven principal competencies necessary to serve as a principal in Texas.

Selected activities to complete the 160-hour requirement must come from the **“List of Approved Activities”**. The instructions for the **Practicum Proposal** can be found in D2L. This must be completed within the first two weeks of the semester.

Principal Practicum Field Supervisor Observation Forms

There will be a minimum of three Principal Practicum Field Supervisor Observation Forms, corresponding with phone/virtual visits, to be completed during the semester. This process provides the Practicum Student, the campus Site Supervisor, and the university Field Supervisor with a basis for evaluating the Practicum Student's progress during the Practicum.

Principal Practicum Observation/Visit

- Total Required - 135 Contact Minutes (this is fulfilled through scheduled phone calls, discussion posts, and Pre-Post Conference Discussion Threads).
- You will be required to submit 3 videos consisting of 45 minutes each. Each video submission must consist of you, the student, completing a “leading” activity as designated in your Practicum Proposal and must be on the **“List of Approved Activities”**.
- Field Supervisor must complete a Pre-Conference and Post-Conference with the student directly related to the video. This may be conducted via D2L, phone, email, or ZOOM, etc.

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Site Supervisor Summative Evaluation Form

The campus Site Supervisor will also complete a Site Supervisor Summative Evaluation Form at the end of the semester. The Site Supervisor may also complete formative Practicum

Student evaluation forms during the semester to document a Practicum Student's progress. All completed assessment profiles must be submitted to the university as part of the Practicum Student's final ePortfolio.

Suggestions for Campus Supervisor/Site Administrator

The quality of the Practicum is related to the support provided by the campus site administrator and university professor. The following are suggestions for you, the campus Site Supervisor, based on prior successful Practicum experiences.

1. Make the Practicum a valuable experience for the aspiring administrator.
2. Explain to the faculty the role and responsibilities of the Practicum Student
3. Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
4. Assign the aspiring administrator the opportunity to work in the office substituting in the absence of the principal or assistant principal.
5. Give honest feedback to the Practicum Student. Constructive feedback will help the aspiring administrator address areas of growth.
6. Allow the Practicum Student to participate in parent conferences and teacher evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
7. Assist the aspiring administrator with planning the outcomes, deadlines, and needed resources when assigning projects and activities to the Practicum Student.
8. Assign professional reading and share important news items with the Practicum Student.
9. Assign varied activities and so that the Practicum Student can see all areas of administration. Align the activities to the Texas principal standards and nine principal competencies.
10. Assist in the selection of a model campus for the Practicum Student to spend part of the day. The aspiring administrator is required to obtain at least four hours in an off-campus shadowing experience on a campus that is at a different grade level. Please determine if the shadow days will be professional leave or personal leave for the Practicum Student.
11. Schedule the Practicum Student to shadow you during a full day (or you may substitute two half days). The Practicum Student should observe and assist you in all your activities. Be sure and ask the Practicum Student to be present for your entire day (i.e. from 7 a.m.-7 p.m.) so that the Practicum Student can get a realistic view of the job. While it may be awkward to have someone with you throughout the day, shadowing is very valuable.

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Class Participation

Practicum Students should participate fully in all activities and assignments in order to maximize their learning experience. This means that you should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) selfdisciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Regardless of circumstance, each assignment is due on the date specified. Practicum Students are expected to work to complete the assignments of the course. The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all Practicum handbook activities.

Visits

You will meet individually with the instructor (Field Supervisor) via phone/virtual means during the semester, at times mutually agreed upon by you and the instructor. During those meetings, the Field Supervisor will:

- visit with the site supervisor (principal) during the first visit
- visit with the Practicum Student

Two Shadow Activities (on campus and off campus)

Shadow the campus principal for a full day (or two half days) and another administrator for at least half a day (four hours) on another campus at a different grade level. Provide written responses to each of these shadowing activities based on the ten reflective questions listed below. The reflection should be placed, as instructed, in your D2L course shell. Please use APA 7 formatting and list the reflective questions with the answers following each question. Respond to each question and be sure to write at the “analysis” and “evaluation” levels of Bloom’s Taxonomy. Each set of responses should have the following information:

1. Give an overview to include the date of shadowing, time of shadowing, the campus where the shadowing took place, the district name, the principal's name, years the principal has served at the campus, history of the school, etc.
2. What events took place while shadowing the principal?
3. What insight or learning took place during the shadowing experience?
4. How could the shadowing experience impact your practice as a future principal?
5. How could the shadowing experience impact your practice as a classroom teacher?
6. How has this experience provided insight or learning that you might not have gained without the shadowing experience?
7. What conversations took place?
8. What questions were asked?
9. What advice or coaching was provided by the principal?
10. What was the most memorable observation or activity?

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Final ePortfolio

The ePortfolio is the Critical Assignment for this course and should document all of the required Practicum activities including:

Folder 1-TEA Documents (all documents submitted for application of the practicum, site supervisor training checklist form, final log documenting completion of the required 160 practicum hours, site supervisor evaluation form and Field Supervisor Contact Log)

Folder 2-Resume and Cover Letter

Folder 3-Competency Artifacts (folders to document each of the eleven competencies and a minimum of five artifacts for each competency)

Folder 4- Reflections

Folder 5- Shadowing Activities (on and off campus)

Folder 6- Forms

The portfolio should be organized in a manner that will allow easy review of all the required materials.

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.

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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

The syllabus/schedule are subject to change.

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

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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.

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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Spring 2023 EDAD 510 Course Calendar
January 17 (First Class Day) – May 5 (Last Class Day)
Spring Break March 13-17

Course Modules	Assignment	Due Date
Module 1 January 17-20	1. Schedule site supervisor and field supervisor meeting-0 points 2. Self-Evaluation-20 pts 3. Reflection #1-20 pts	January 20
Module 2 January 23-27	1. Practicum Proposal-60 pts	January 27
Module 3 January 30-February 3	1. Site Supervisor Training Deadline-80 pts 2. Pre-Conference #1-50 pts 3. Reflection #2-20 pts 4. Field Supervisor Contact Log-100 pts	February 3
Module 4 February 6- 10	1. Observation Video #1-120 pts	February 10
Module 5 February 13-17	1. Post Conference #1-50 pts 2. On Campus Job Shadow-90 pts	February 17
Module 6 February 20-24	1. Log #1-100 pts	February 24
Module 7 February 27-March 3	2. Pre-Conference #2-50 pts 3. Reflection #3-20 pts	March 3
Module 8 March 6-10	1. Observation Video #2-120 pts	March 10
Spring Break March 13-17		
Module 9 March 20-24	1. Post Conference #2-50 pts 2. Off Campus Job Shadow-90 pts	March 24
Module 10 March 27-31	1. Log #2-100 pts	March 31
Module 11 April 3-7	1. Pre-Conference #3-50 pts 2. Reflection #4-20 pts	April 7
Module 12 April 10-14	1. Observation #3-120 pts	April 14
Module 13 April 17-21	1. Post Conference #3-50 pts 2. Résumé-20 pts 3. Cover Letter-20 pts	April 21

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Module 14, April 24-April 28	<ol style="list-style-type: none"> 1. Log #3-100 pts 2. Two-Page Final Reflection-100 pts 3. Site Supervisor Evaluation-50 pts 	April 28
Module 15 May 1-5	<ol style="list-style-type: none"> 1. Final Electronic Portfolio-650 pts 2. Digital Literacy Training (TEA Required Training) Completion Certificate-200 pts <p>Total Possible Course Points=2,480</p>	May 5

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EDAD 620 (81E) School District Instructional Leadership: Human Resources Course Syllabus – Spring 2023

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

Instructor Information

Instructor: Sharon Ross, Ed.D.

Office Location: 8750 N. Central Expressway, Dallas, Tx.

Office Hours: Virtual upon request; Wednesday 9:00 a.m. – 3 p.m.

Cell Phone: (903) 245-8712

Office Phone: (903) 886-5520 (EDAD Main Office at TAMUC) **Office**

Fax: 903-886-5507

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: Text/Call on cell. Please use the University email address for all communication – Sharon.Ross@tamuc.edu

Communication Response Time: Email will be answered within 24 hours

Additional Assistance: Instructor is also available prior to and after the weekly class.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Vornberg, J.A., Oliveras-Ortiz, Y., & Templeton, N. (Eds.) (2022).

Texas Public School Organization and Administration: 17th Edition. Dubuque, IA: Kendall Hunt. ISBN - 978-1-7924-5385-4

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: Author.

Texas Examinations of Educator Standards (TExES) Program

[195 Superintendent Prep Manual](#) Web based materials as

assigned.

Secondary Materials:

Harris, Sandra, Ballenger, Julia, & Mixon, Jason. (2016). *Standards-based leadership: A case study book for the superintendency* (2nd Edition). Rowman & Littlefield Publishers. ISBN 978-1-4758-2078-2

Walsh, Jim, Kemerer, Frank, & Maniotis, Laurie. (2018). *The educator's guide to Texas school Law*. University of Texas Press. ISBN: 9781477315316, 1477315314.

Course Description

This is an integrated School District Instructional Leadership course to develop candidates who have the knowledge and ability to promote the success of all students by providing a highquality workforce to accomplish the district's mission. In addition, this course includes other human resource functions such as recruitment and retention of staff, induction, compensation and benefits, professional development, certifications, and contracts. This course addresses the legal implications of leading and managing the district faculty/staff including grievances, state and federal mandates pertaining to human resources, district policies, and the ethical standards for all educators.

Additionally, the course will develop candidates who have the competencies for the Standard Superintendent Certificate in school district instructional leadership of human resources.

Prerequisite: Principal certification and admission into the superintendent certification program or doctoral status.

Superintendent Leadership Standards

This course, EDAD 620, will focus specifically on the following Superintendent Standards: Standard I, Standard II, Standard III, Standard IV, Standard VI and Standard VIII. However, the other standards may be referenced in discussions and articles/documents. The complete list of the Superintendent Standards can be found below.

Superintendent Standard I

Learner-entered Values and Ethics of Leadership: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II

Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard III

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

Superintendent Standard IV

Learner-Centered Policy and Governance: A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Superintendent Standard VI

Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Students in EDAD 620 will demonstrate and apply the Domains and Competencies below as part of the course learning. The complete list of the Domains and Competencies for TExES Superintendent (195) can be found at the following link
<http://www.tx.nesinc.com/content/docs/195PrepManual.pdf>

Domain I — Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain II — Instructional Leadership

Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decisionmaking and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Student Learning Outcomes:

The student will be able to demonstrate the following:

1. Identify and understand the major functions of Human Resources Management.
2. Understand how to develop a district culture that promotes ethical leadership, recognition of employees, awareness of diversity, promotes learning, promotes high expectations, and promotes academic rigor for self, students, and others.
3. Investigate, evaluate, and design a district-wide induction program for new personnel that include orientation meetings, state required staff development, and support mechanisms for their initial year.
4. Evaluate and understand the personnel selection process that describes desired characteristics, requirements, steps in process, and pertinent/legal information for decision-making.
5. Examine, evaluate, and develop a district-wide compensation plan that includes categories of employees, current levels of compensation and recommended levels for compensation for the coming year.
6. Demonstrate knowledge of the legal environment affecting employment in public education, e.g. personnel leaves, absences, and medical leave.
7. Locate and understand personnel needs based on state and local policies for the purpose of developing a plan for pupil population projections, e.g. prekindergarten.
8. Understand the legal requirements for special programs, student welfare, family and student with disabilities, service animals, and access to special programs.
9. Assess a district-wide program for nondiscrimination.
10. Examine and develop a plan for determining what kinds and types of teacher professional learning that are needed for compliance with district strategic and improvement plans.
11. Understand, evaluate, and design a plan for determining what kinds and types of paraprofessional and hourly personnel trainings that are needed for compliance with state, federal, and local requirements and for district plans.
12. Understand and develop a professional learning plan that enhances the professional capabilities of campus and district professional staff and includes adult learning

strategies, learning based on needs/data from the district, and innovative learning strategies.

13. Demonstrate knowledge of certification standards.
14. Understand and demonstrate sufficient knowledge of the appraisal process to submit an appraisal plan for a specific category of employees. This plan must
 - a. Teacher appraisal
 - b. Administrator appraisal
 - c. Non-certified employee appraisal
15. Demonstrate an understanding of the time frames for contract renewal and submission.
16. Demonstrate an understanding of the legal implication of student discipline in various settings and on student populations.
17. Understand the Educator Code of Ethics and its application to employees.

COURSE REQUIREMENTS

Minimal Technical Skills

Students are expected to navigate through D2L learning management system, use Microsoft Word and PowerPoint, and utilize computer software skills for use in presentation, graphics programs, and communication.

Instructional Methods

This is a hybrid course which meets face to face each week and uses a web-based learning management system. The course relies heavily on written responses, class participation and interaction, and discussion. It is problem-based and inquiry-oriented course. Learning in this course will take place as a result of participating in class discussions and presentations, discussion topics, presentations, readings and concentrated study from the texts and online sources. In addition, learning will result from individual assignments and projects as well as group projects and professional level presentations.

Assignments include a series of written papers and projects as a result of original research. The readings cannot be neglected. It is important that you set aside time to read and research prior to completing the assignments or prepare for the upcoming class discussions. 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. Each student is expected to participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills. You cannot receive participations points if you are not contributing to the class discussion.

Assignments: This course includes one or more assignments per module. This also includes the performance assessment for the course.

Student Learning Outcomes: 1-17

Class Discussions, Attendance, and Class Activities: This course is designed as a face-to-face instructional experience. Students are expected to be in attendance and prepared for class each week. This includes the readings, the assignments, and the research assignments. Students should be prepared to discuss the assignments and research in each class. Late work is not accepted in this course.

Student Learning Outcomes: 1-17

Group Project: Students will identify and explain the major functions of a District's Human Resources Department. In addition, students will research challenges faced by districts in the area of Human Resources and new trends to address the challenges. This project includes a written paper as well as a professional presentation. *Student Learning Outcomes: 1, 2, 3, 6, 7, 8, 11, 13 and 17*

Individual Project and Presentation: Students will select and present a current book that provides ideas, tools, and/or strategies for superintendents to build a strong people centered culture in the district.

Student Learning Outcomes: 2, 4, 6, 8, 9, 10 and 17

Performance Assessment – Students will analyze a case study and create a staffing plan for a new school within a mid-size district. Students will create a presentation for a Board of Trustees to consider in terms of the staffing plan and budget. *Student Learning Outcomes: 1, 2, 4, 7, 13, 15 and 17*

Exams (Midterm and Final) - The exams may be comprised of essay questions, situational problems, T/F and M/C questions. When essay questions are used in the exam/quiz, a rubric will be provided in the course documents in D2L. In addition, a sample questions for the TExES 195 Superintendent exam will be included in the course grade.

Student Learning Outcomes: 1-17

Class Environment

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning. In addition, this course requires focused learners in order to demonstrate learning, respond to presentations, and think critically in terms of new learning.

Student Responsibilities

No late work will be accepted.

This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 620. The instructor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

Attendance: Weekly attendance is **required** in this face-to-face course. Students who miss one class date may have a reduction in their course grade. Students who miss two or more assigned class dates will not receive credit for the course regardless of the student's grade average. Based on this schedule (Saturday – five-hour class), each class meeting is equivalent to two regular class meetings during the fall or spring semester.

The course is designed for face-to-face instruction each week which will include direct instruction, activities, and discussions. Modules, presentation information, and assignments will be provided each week through the D2L learning platform. In addition, students will be expected to respond to the “Hot Topics” board. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document in D2L. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

In addition, we will be referencing the Texas Examinations of Educator Standards (TExES) Program Preparation Manual for the Superintendent (195) exam.

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

Total points corresponding to the final letter grades

A = 383 - 425 Points

B = 340 - 382 Points

C = 298- 339 Points

D = Anything under -297 Points Unacceptable F = Unacceptable

Grades will be determined on a total point basis as follows:

Assignments	25 Points each (7)	175
Class Participation, Discussion Topics, and Attendance	10 Points each (7)	70
Group Project Planning	5 Points (1)	5
Group Project	25 Points (1)	25
Book Review/Sharing Journaling	20 Points (1) 5 Points each (6)	20 30
Exams/Quizzes	50 Points each (2)	100
Total Points		425

*This list may be adjusted during the course.

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 the student and guide the instructor in assessing the student's work. The final grade awarded for the course, however, will be at the sole discretion of the instructor.

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-SystemRequirements>

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 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 respond to your emails at Sharon.Ross@tamuc.edu within a 24-hour time frame. On weekends, it may take up to 48 hours. Grades will be provided for assignments within 10 days of the original submission date.

I am available before class and after class each week for instructional assistance or clarification of assignments/course work.

You may also reach me via my cell phone (214.405.1592). 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 in order to help you.

I encourage you to use either my cell phone or Leomail if you need assistance.

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.

Course Specific Procedures/Policies

Late work is not accepted. Attendance is required for all assigned class meetings per the course calendar.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style

All papers must be written in accordance with the rules and guidelines of the 7th edition of the *Publication Manual of the American Psychological Association (2020)*. All citations and references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12 c. p. i. (characters per inch), double-spacing, and one-inch margins.

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&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&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

<p>Module 3 Human Resources Process (Benefits and Compensation)</p>	<p>February 4 9:00 a.m.-1:00 p.m.</p>	<ol style="list-style-type: none"> 1. Compensation plan and Journal HB 3 2. Teacher Retirement System of Texas 125 Plans (cafeteria plans) (Do all employees receive the same benefits?) 3. Discussion Topic – Kingsville ISD 4. Preview of Module 4 and Mid-term Quiz 	<p>Module 3 –</p> <ol style="list-style-type: none"> 1. Assignment 125 Plan 25pts 2. Read the stipend study from Kingsville ISD in the Discussion Topic. Be prepared to share key information at the beginning of class. 3. Journal: HB3 and 1525 5pts 4. Discussion: Stipends 10pts <p>Due: Thursday, February 9 @ 11:59 p.m.</p>
<p>Module 4 Professional Development and Module 5 Legal Issues</p>	<p>February 11 9:00 a.m.-1:00 p.m.</p>	<ol style="list-style-type: none"> 1. Discuss the group project and expectations 2. Professional Learning (or PLCs for employees) 3. Staff development requirements (state and district by policy) 4. Discussion Topic Integrating Technology 5. Note – Mid Term Quiz will open after class on February 18th. 6. Overview of Module 6 	<p>Module 4 and Module 5</p> <p>Module 4 -</p> <ol style="list-style-type: none"> 1. Group Project Planning (Organization Assignment 5pts) 2. Discussion: Integrating Technology 10pts <p>Plan to work in groups of three</p> <p>Module 5 -</p> <ol style="list-style-type: none"> 2. Assignment 1 – HR Interview 25pts 3. Journal – Legal Responsibility 5pts 4. Discussion Topic – Due Process 10pts <p>Due: Thursday February 16th @ 11:59 p.m.</p>
<p>Module 6 Certifications and Contracts</p>	<p>February 18 9:00 a.m.-1:00 p.m.</p>	<ol style="list-style-type: none"> 1. Presentations/Books Sharing 2. . Contracts (types and uses) Educator Certifications – 3. Federal and state resources for HR information 4. Preview of Module 7 	<ol style="list-style-type: none"> 1. Mid-term Quiz – see specific dates for quiz 50pts (due by Monday, February 27, 2023 @ 11:59 p.m.) <p>Module 6 Assignment 1 – Case Study/Performance Assessment 25 pts Journal: Teacher Shortage 5pts Discussion: Test Prep 10pts Due: March 2, 2023 *</p>

Prepare for Group Presentations	February 25 9:00 a.m.-1:00 p.m.	No class - Work on group project	
Group Presentations Discussion of Module 7 and Module 8	March 4 9:00 a.m.-1:00 p.m.	Discuss final and brief discussion of Module 8	Module 7 – 1. Submit Group Project 25pts (March 4, 2023) 2. Upload presentations on March 4, 2023 after class. March 4 @ 11:59 p.m.
Module 7 Current Issues	March 4 9:00 a.m.-1:00 p.m.	1. Evaluation – teachers, administrators, hourly employees, and superintendent Organizational Health (OHI) – does the satisfaction and health of the organization matter? 2. 3. Discussion Topic – School Leadership 4. Group project presentations	Module 7 – 1. Assignment 1 – Employee Appraisal and Evaluation 25pts 2. Group presentation (reflection paper and PPT presentation March 4, 2023). 3. Discussion: 360 Degree School Leadership 10ts
Module 8	March 4, 2023	Leadership styles – developing your leadership style	
Motivating Professionals	9:00 a.m.-1:00 p.m.	1. Leadership - Ethical Conduct, Code of Ethics and other requirements for a high quality, safe learning environment (19 TAC 228) 2. Employee motivation 3. Discussion Topic – New Supt Challenges 4. Discuss Final Exam	1. Assignment 1 – 360 Leadership Styles 25pts 2. Discussion: Human Resources/Motivation 10 pts Due: Thursday, March 9 @ 11:59 p.m.
Final Exam	March 11 Final Exam Due Sunday, March 12, 2023 @ 11:59 p.m.	Final Exam is completed at home online.	Prepare for Final Exam – Due: Sunday, March 12, 2023 at 11:59 p.m.
Digital Literacy	March 11, 2023 @ 11:59	This is a TEA Audit Requirement. Please ensure completion as required.	Due March 11, 2023 @ 11:59pm.

Grades will be determined on a total point basis as follows:

Assignments	25 Points each (7)	175
Class Participation, Discussion Topics, and Attendance	10 Points each (7)	70
Group Project Planning	5 Points (1)	5
Group Project	25 Points (1)	25
Book Review/Sharing	20 Points (1)	20
Exams/Quizzes	50 Points each (2)	100
Journaling	5 Points each (6)	30
Total Points		425

*This list may be adjusted during the course.

Final Grade will be calculated as follows:

90 - 100%	A	Excellent	383 – 425 pts
80 - 89%	B	Good	340 – 382 pts
70 - 79%	C	Poor	298 – 339 pts
69 - 70%	D	Unacceptable	
Below 60%	F	Unacceptable	



**EDAD 695 – O1W RESEARCH
METHODOLOGY**
Spring 2023

INSTRUCTOR INFORMATION

Instructor: Dr. Sharon Ross, Professor

Office Location: 8750 N. Central Expressway Dallas, Texas
P.O. Box 3011, Commerce, TX, 75429

Office Hours: Virtual upon request. Tuesday 9am-3pm

Cell Phone: 903-245-8712

Office Fax: 903.886.5507

University Email Address: sharon.ross@tamuc.edu

Preferred Form of Communication: text, call, E-mail address

Communication Response Time: 24 hours, unless there are extenuating circumstances.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th Ed.).

Babbie, E. (2021). *The practice of social research* (15th Ed.). Cengage Learning. ISBN 13: 978-0-357-36076-7

Creswell, J. W., & Creswell, J. D., (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th Ed.). SAGE. ISBN-13 978-150638 6706

The syllabus/schedule are subject to change.

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin Press. ISBN: 978-1412942256

Course Description

This course includes an overview of research methodology. The students will evaluate social science research using a variety of approaches. The instructor will teach basic issues regarding the formulation of purpose statements, research questions and/or hypotheses, research design, and data collection, and analysis techniques. The course instructional materials encompass quantitative, qualitative, and mixed methods research approaches in the discussion of the basic components of the research process: conceptualization and measurement, sample selection, and data collection and analysis.

In addition to teaching techniques and conventions of writing a research proposal, students will apply the skills learn to analyze empirical research. Students will develop a variety of matrices and identify software programs to organize and manage research information. The course also includes application of survey research, including sampling, measurement, questionnaire construction, validity and reliability, data reduction, and analysis. This course meets the requirements for a Level I research tools course. Prerequisite: Doctoral status or consent of the instructor.

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

1. Apply the basic components of systematic research to develop a research proposal.
2. Evaluate the appropriateness of specific data gathering and analysis techniques.
3. Apply research skills learn to analyze peer-reviewed research articles. Describe characteristics of quantitative, qualitative, and mixed methods research approaches.
4. Apply the principles and procedures related to standardized measurement in selecting an appropriate data collection instrument.
5. Describe trustworthiness principles when proposing empirical research for the protection of human subjects.
6. Identify research problems and structure appropriate purposes for the research study associated with the problem.
7. Develop research questions and/or hypotheses based on the review of the literature.

The syllabus/schedule are subject to change.

8. Develop an appropriate data interview protocol for the proposed research study.
9. Select an appropriate research design for the purpose statement and research questions and/or hypotheses within the context of experimental, quasi-experimental, non-experimental quantitative, qualitative, and/or mixed methods approaches.
10. Identify techniques used to analyze data using descriptive and inferential statistics.
11. Develop a variety of matrices and identify software programs to organize and manage research information retrieved.
12. Describe the components of survey research.
13. Demonstrate the understanding of sampling techniques, measurement, questionnaire construction, validity and reliability, data reduction, and analysis in writing the research proposal.
14. Articulate an understanding the role of the researcher, personal bias, and worldview of the qualitative researcher in the proposal research.
15. Demonstrate the application of the six steps in writing a literature review.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

You will be expected to know how to use the learning management system, use Microsoft Word and PowerPoint. Some of the assignments require you to make a virtual presentation with a variety of graphics designs. You will be required to understand how to participate with others in a Google + Hangout, on SKYPE ZOOM, or Adobe Connect.

Instructional Methods

The instructor will create an engaging, positive learning environment and provide guidance for engagement with the content and learning activities. The instructor will provide learner-learner, learner-content, and learner-instructor opportunities for each student to be actively engaged in the learning. It is my desire that you experience a quality learning environment as you master the skills and knowledge needed to accomplish each of the student learning objectives.

Student Responsibilities or Tips for Success in the Course

This course is taught fully online. It is instructor led with a course schedule. The course content is presented in learning modules in the D2L Learning Management System.

The syllabus/schedule are subject to change.

Each module contains instructions, and the course schedule includes 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.

As a graduate-level course the instructor expects quality work from each student supported by adequate preparation and active engagement.

GRADING

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

Grading Scale

- A = 90 -100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 59 and below

Assessments

Explanation by graded assessment type (points toward final grade)

Module Assignments: All assignments have to be completed to earn an A for this course.

Module	Assignment/Points	Discussion Points
Module 1	Assignment 1- 10pts.	No Discussion
Module 2	Assignment 2- 10pts.	No Discussion
Module 3	Assignment 3- 10pts.	Discussion 3 – 5pts.
Module 4	Assignment 4- 20pts.	Discussion 4 – 5pts.
Module 5	Assignment 5- 10pts.	Discussion 5 – 5pts.
Module 6	Assignment 6- 10pts.	Discussion 6 – 5pts.
Module 7	Assignment 7- 10pts.	No Discussion
Total Points	80pts	20pts.

The syllabus/schedule are subject to change.

Grand Total Points		100 pts.
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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.html

The syllabus/schedule are subject to change.

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.

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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

You are welcome to call or email with the contact information on the first page. I aim to be your first line of assistance when it comes to this course.

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.

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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](#).

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

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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

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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/>

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,

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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

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**EDAD 695 Research Methodology
Course Calendar
Spring 2023**

Module 1	Assignments	Due Date
1/17 –1/29	<p>Introduce yourself in the Student Lounge and upload a picture. Respond to all questions. Complete a thorough review of the syllabus and course calendar. Why not download and print the syllabus and course calendar?</p> <p>Begin searching the library for primary and secondary source articles to read and synthesize in order to write your Literature Review (Chapter 2), Literature Review/Chapter 2 Outline, Annotated Bibliography, and compile references.</p> <p>Start today looking for your 15 articles (e.g., 6 primary sources (original sources) and 9 secondary sources (reporting of other research) for you Literature Review. Begin taking notes from the articles. Use the digital matrix introduced in this course to keep your notes.</p> <p>Begin completing the first assignment, Quantitative Research Design Report and Article Critique. Read all directions in the Syllabus, Course Calendar, Lecture notes, and Resources in the Modules. Please email me your quantitative article to review before you begin the critique.</p> <p>Begin searching for articles and writing your literature review the first week of this course.</p>	January 29 11:59pm
	<p style="text-align: center;">Assignment 1- Quantitative Research Design Report and One Article Critique</p> <p style="text-align: center;">Use the EDAD 695 Quantitative Research Design Report and One Article Critique Submit the Quantitative Research Design Report and one quantitative article critique (e.g., primary source, which includes the original study of an author) to the Assignment Folder.</p>	
	<p>No late assignments accepted, unless prior approval granted. Each assignment builds on the next.</p>	

Module 2	Assignments	Due Date
1/30-2/05	<p>Use the EDAD 695 Qualitative Research Design Report and One Qualitative Article Critique Template.</p> <p>Assignment 2 - Qualitative Research Design Report and One Qualitative Article Critique Template</p> <p>Please email me your qualitative article to review before you begin the critique.</p> <p>Submit the Qualitative Design Report and one qualitative article critique (e.g., primary source, original study of author) to the Assignment Folder.</p>	February 5 11:59pm
<p>No late assignments are accepted, unless prior approval granted. Each assignment builds on the next.</p>		
Module 3	Assignments	Due Date
<p>2/6 – 2/19</p> <p>Discussion Threads begin this week.</p>	<p>Assignment 3- Annotated Bibliography, Literature Review Outline, and References</p> <p>Assignment: Submit Annotated Bibliography, Literature Review (Chapter 2) Outline, which includes topic headings and subheadings that will be used in the literature review, and the compiled Reference list in the Assignment Folder</p> <p>Discussion Thread. Submit Annotated Bibliography of the Chapter 2 Literature Review, Literature Review Outline, and Reference List to the Discussion Thread.</p> <p>Discussion Thread (Module 3) - Provide constructive feedback to at least 2 of your classmates</p> <p>Directions: Conduct peer reviews of the two people above your name. If you are first on the list, do the two students at the bottom of the list. If you are the second student from the top of the list, do the first one on the list and the one at the bottom of the list</p>	February 19 11:59pm

	No late assignments accepted, unless prior approval is granted.	
Module 4	Assignments	Due Date
2/20 – 3/19	<p>Assignment 4 - Literature Review Outline and Complete Literature Review - Use the EDAD 695 Proposed Research Study Template</p> <p>Submit Literature Review (Chapter 2) Outline and Complete Literature Review (Chapter) in Dropbox</p> <p>Submit Literature Review (Chapter 2) Outline (include headings and subheadings) to Discussion Thread.</p> <p>Submit Complete Literature Review (10-15 pages) and References (15) to the Discussion Thread.</p>	March 19 11:59pm
	<p>Discussion Thread - Provide constructive feedback to at least 2 of your classmates.</p> <p>Directions: Conduct peer reviews of the two people above your name. If you are first on the list, do the two students at the bottom of the list. If you are the second student from the top of the list, do the first one on the list and the one at the bottom of the list.</p>	
	No late assignments accepted, unless prior approval granted.	
Module 5	Assignments	Due Date
3/20 – 4/2	<p>Assignment 5- Submit Research Topic, Purpose, Problem, Research Questions (Hypotheses, if quantitative research). Use the EDAD 695 Proposed Research Study Template</p> <p>Submit Research Topic, Purpose, Problem Statement (Grounded in the research, no opinions), Research Questions and or Hypotheses Statements (if quantitative study) along with the Reference List for this part of the proposed research study to the Discussion Thread.</p> <p>Provide constructive feedback to at least two of your classmates Directions: Conduct peer reviews of the two people above your name. If you are first on the list, do the two students at the bottom of the list. If you are the second student from the top of the list, do the first one on the list and the one at the bottom of the list.</p>	April 2 11:59pm

	No late assignments accepted, unless prior approval is granted.	
Module 6	Assignments	Due Date
4/3 – 4/16	<p>Assignment 6 –Method of Procedures, Research Design, Data Collection (step-by-step procedures), Data Analysis Technique/Treatment of Data, and Reference List (for this section).</p> <p>Submit Chapter 3 to Dropbox</p> <p>Submit Method of Procedures, Research Design, Data Collection (step-by-step procedures), and Description of Data Analysis techniques (Treatment of Data) to Discussion Board. Do not use your personal thoughts. Use information from textbooks, modules, and other sources to write this section. Cite sources throughout this chapter.</p>	April 16 11:59pm
	<p>Provide constructive feedback to at least 2 of your classmates</p> <p>Directions: Conduct peer reviews of the two people above your name. If you are first on the list, do the two students at the bottom of the list. If you are the second student from the top of the list, do the first one on the list and the one at the bottom of the list</p>	
	No late assignments accepted, unless prior approval is granted.	
Module 7	Assignments	Due Date
4/17 – 5/5	<p>16.Submit IRB Paper</p> <p>Final</p>	<p>Last day of class</p> <p>May 5, 2023 11:59pm</p>
	No late assignments accepted, unless prior approval is granted.	