



EDAD 569.81B Instructional Leadership

COURSE SYLLABUS and CALENDAR: FALL 2022

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.
Assistant Professor

Office Location: 8750 N. Central Expressway, Dallas, Tx. Office #1950 Office Hours: 10 a.m. – 4 p.m. Tuesday (M-F, Virtually, excluding Tuesday) 4pm -5:30pm

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Preferred Form of Communication: 903-245-8712 (Mobile) Communication Response Time: Within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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

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

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

Templeton, N.R. (2020). Voices from the Field: Building Capacity for Leadership and Social Change in Rural Schools. Ypsilanti, MI: ICPEL Press. ISBN: 978-1-7923-1902-0

Here is the Lulu url for the Templeton book

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

Software Required

Microsoft Office Suite

Course Description

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

Prerequisites: EDAD 615, EDAD 619

Student Learning Outcomes (Should be measurable; observable)

The aspiring principal will demonstrate he ability to:

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

8. Understand legal and ethical responsibilities regarding human capital management. [competency 006]

Texas 268 Principal Domains and Competencies

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

Competency 004

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

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

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Competency 005

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

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

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Competency 006

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

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

COURSE REQUIREMENTS

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

Instructional Methods

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

Student Responsibilities or Tips for Success in the Course

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

GRADING

EDAD 569 Module Assignment Grading Rubrics

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

Assignments SLO 4, 7
PERFORMANCE ASSESSMENT SLO 1-8
Reflections/Observations SLO 1, 5, 6

Policy on Late Work:

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

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

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

LMS Browser Support:

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

YouSeeU Virtual Classroom Requirements:

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

ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT

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

Technical Support

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

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

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

Student Conduct

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

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

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

TAMUC Attendance

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

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

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

Academic Integrity

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

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

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

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

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

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web url:

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

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

A&M-Commerce Supports Students' Mental Health

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

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

MODULE 1: Nov. 1 – Nov. 6

- View "Welcome to the Course" video
- Introduce yourself to the class in Student Lounge
- Read pp. 1-42 (Marshall)
- Read pp. 1-18 & Chapter 1 (Bambrick-Santoyo) using **Stop and Jot** as a means of Reflective Practice
- Making Research-Based Connections: Read Chapter 3 (Templeton)
- Watch Instructional Video Clips 1, and 11-14. These videos appear within the module. Click <Instructional Resources> then <Videos>
- Complete Module One Discussion (5 points)
- Complete Key Lever One Assignment (20 points)

MODULE 2: Nov. 7 – Nov. 13

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

MODULE 3: Nov. 14 – Nov. 20

- Read pp. 43-86 (Marshall)
- Read Chapter 3 (Bambrick-Santoyo). Use **Stop and Jot** for Reflective Practice.
- View Instructional Video Clip 15: Anderson - Do It (Practice) - Feedback Meeting. This video appears within the module. Click <Instructional Resources> then <Videos>.
- Access Sample Mini-Observations with Exemplar Feedback in Instructional Resources
- Complete Module Three Discussion (5 points)
- Access Student Culture Rubric in Instructional Resources

- Use the Student Culture Rubric to develop a Student Culture Plan of Action for Your Campus; MODULE THREE ASSIGNMENT 3A (20 points)
- Access Mini-Walk instrument in Instructional Resources
- Complete Assignment 3B (20 points)

MODULE 4: Nov. 21 – Nov. 27

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

MODULE 5: Nov. 28 – Dec. 4

- Read Chapter 7 (Marshall)
- Read Chapter 2 (Bambrick-Santoyo)
- Making Research-Based Connections: Read Chapter 9 (Templeton)
- Complete Module 5 Discussion (5 points)
- View Rubrics in table 7.1 (Marshall)
- View T-TESS Rubric in this module
- View Handout: T-TESS Coaching Questions Flip Book for Principals in this module
- Complete Assignment 5 (20 points)

MODULE 6: Dec. 5 – Dec. 11

- Read Chapter 8 (Marshall)
- Making Research-Based Connections: Read Chapter 8 (Templeton)
- In preparation for the final project (PERFORMANCE ASSESSMENT), Read the two articles included in this module.
- Complete Assignment 6
- Review the Dyslexia Toolkit to satisfy TEC 228.30, **which specifies the inclusion of "instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code" (TEC), §21.044(b). While there is no assignment due in relation to the content, please download the pdf document and save for future use.**
- BEGIN WORKING ON THE PERFORMANCE ASSESSMENT DUE IN MODULE 7

MODULE 7: Dec. 12 – Dec. 16

- View Video: Performance Assessment Overview
- Complete Performance Assessment [Alt A] (30 points) **Due by midnight Dec. 15.**

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



EDAD 510.82T

Leading Learning Communities Practicum

Texas A&M University-Commerce
Course Syllabus

Fall 2022

INSTRUCTOR INFORMATION

Instructor: Sharon Ross Ed.D.

Office Location: Education North Building and Dallas Campus

Office Hours: Virtual (Online); Commerce Campus (Tuesdays a.m.); Dallas Campus (Tuesdays p.m.)

Cell Phone: 903-245-8712

University Email Address: Sharon.Ross@tamuc.edu

Preferred Form of Communication: 1. Email 2. Text

Communication Response Time: 48 hours or less

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

Harris, S., Ballenger, J., & Cummings, C. (2015). *Standards-Based Leadership*. (2nd Ed.). Rowman & Littlefield.

Optional Supplemental Textbooks:

Ballenger, J., Jiang, M., & Kemp-Graham, K. (2021). *Texas Examination of Educator Standards (TExES) Principal Examination*.

Harris, S., Mixon, J. (2014). *Building Cultural Community Through Global Educational Leadership*. NCPEA Publications.

The syllabus/schedule are subject to change.

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, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences.

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 has the opportunity to 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 field-based 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.

The syllabus/schedule are subject to change.

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.
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 will calculate on a percentage scale covered to a letter grade according to the following scale:

90-100 = A = Excellent/Outstanding
80-89 = B = Good/Noteworthy
70-79 = C = Average/Proficient
60-69 = D = Below Average
59-below = F = Unacceptable

The syllabus/schedule are subject to change.

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

1. Log. 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). Activities selected for completion of the 160 log activities must come from the “**List of Approved Log Activities**” located in Doc Sharing. 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. Practicum Students shall complete and submit 3 logs as assigned. 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. Each Practicum Student shall reflect upon experiences and submit reflections to D2L. Reflections should demonstrate the student’s ability to connect theory gained in university coursework with field experiences and should provide scholarly references as appropriate.

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

Practicum Log

Practicum logs must be submitted in D2L to the university Field Supervisor at 3 intervals during the Practicum experience. 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.***

Log 1 - 60 hours completed

Log 2 - 110 hours completed

Log 3 - 160 hours completed

Only a maximum of 10 hours can be counted for any one specific activity.

The syllabus/schedule are subject to change.

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. 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.

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, 6th edition, in writing and in citations used in your reflection.

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 on-time 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.

The syllabus/schedule are subject to change.

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 skype/google hangout etc.

Site Supervisor Summative Evaluation Form

The campus Site Supervisor will also complete a three-page **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.

The syllabus/schedule are subject to change.

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.

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) self-disciplined (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 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

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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. **Overview**-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?

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.

Technical Support

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

Interaction with Instructor Statement

The instructor’s communication response time and feedback on assessments are stated clearly.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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TAMUC Attendance

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[Attendance.](#)

<https://inside.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

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Undergraduate Students Academic Integrity Policy and Form

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

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Undergraduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.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 Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <https://www.tamuc.edu/student-disability-services/>

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

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

Web url:

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

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.

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COURSE OUTLINE / CALENDAR
EDAD 510
Fall Semester – 2022
August 29 – December 9

Course Modules	Assignment	Due Date	Point Value
Module 1 Aug. 29 – Sept. 2	Reflection 1	September 2	20
Module 2 Sept. 5- 9	Practicum Proposal	September 9	60
Module 3 Sept. 12 - 16	Reflection 2	September 16	20
	Meeting with Site Supervisor and Field Supervisor (Can be held prior to this week)		
	Self- Evaluation Form		20
Module 4 Sept. 19 - 23	Pre-Conference Discussion Thread (1)	September 23	50
Module 5 Sept. 26 – Sep. 30	Reflection 3	September 30	20
	Observation Video (1)	September 30	120
Module 6 Oct. 3 – Oct.7	Log 1	October 10	100
Module 7 Oct. 10 – Oct.14	Post Conference Discussion Thread (1)	October 14	50
	Reflection 4		20
Module 8 Oct. 17 – Oct.21	Pre-Conference Discussion Thread (2)	October 21	50
Module 9 Oct. 24 – Oct.28	Log 2	October 28	120
			100
Module 10 Oct. 31 – Nov. 4	Post Conference Discussion Thread (2)	November 4	50

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	Observation Video (2)		120
Module 11 Nov. 7 – Nov. 11	Pre-Conference Discussion Thread (3)	November 11	50
	On Campus Shadowing		90
Module 12 Nov. 14 - 18	Log 3	November 18	100
Nov. 21-25	Thanksgiving Break		
Module 13 Nov. 28 – Dec. 2	Post Conference Discussion Thread (3)	December 2	50
	Observation Video		120
	Off Campus Shadowing		90
			50
Module 14 & Module 15 Dec. 5 - 9	Site Supervisor Evaluation Form	December 9	50
	e-portfolio	December 9	650
			2000 Points

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EDAD 561 81B CULTURALLY RESPONSIVE LEADERSHIP

Dallas Campus
COURSE SYLLABUS: FALL 2022

INSTRUCTOR INFORMATION

Instructor: Sharon Ross Ed.D.
Office Location: Frank Youth Education North & Dallas Campus
Office Hours: Virtual (Online); Campus (Tuesdays)
Office Phone: 903.886. (Tuesdays)
Personal Cell Phone: 903-245-8712
Office Fax: 903.886.5507
University Email Address: Sharon.Ross@tamuc.edu
Preferred Form of Communication: **Email, Text, Cell**
Communication Response Time: 48hrs. Immediate to 24 hrs on Cell calls and text.

COURSE INFORMATION

Textbook(s) Required

(1) Diversity and Equity in the Classroom, 1st Edition

Valerie Ooka Pang
ISBN-10: 1305386477
ISBN-13: 9781305386471
© 2018

(2) Diversity Matters: Understanding Diversity in Schools, 2nd Edition

Lynn Kell Spradlin
ISBN-10: 1111341672
ISBN-13: 9781111341671
© 2012

(3) Preparing for School Leadership in Texas: Mastering the Principal Competencies and Challenges of 21st Century School Leadership

Author: Kriss Kemp-Graham
Publisher: NCPEA Publications

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

Course Description

Multicultural Education for School Administrators - Three semester hours. The purpose of this course will be to 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 in an ethical and legal manner 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 and TExES Competencies 011-- The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

TEXES 268

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

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- *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- *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
- *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:
 - (I) leverage school culture to drive improved outcomes and create high expectations;
 - (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;
 - (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
 - (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
 - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students 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 supports for students.
- (iii) **Intentional family and community engagement**. The principal engages families and community members in student learning.

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- (iv) **Safe school environment.** The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) **Discipline.** The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

COURSE ASSIGNMENTS

<p><i>Discussion Board (4)</i> <i>40% of Course Grade</i></p>

The discussion forums in this class are designed for master’s level scholarly discussions of the application of school leadership theory to practice that should be guided by TAC Principal Standards and SBEC TExES Competencies aligned to this course. Students are expected to respond from the perspective of a novice Texas school leader guided by the TAC Standards, instructional materials provided throughout this course/program and applicable outside resources.

All discussion board posts should be supported by the readings assigned during the week or other outside readings. Remember, you must use APA citation formatting when posting (All posts). Please refer to your APA Manual. Citation of your sources are required for ALL posts. Please do not attach documents in the discussion board.

<p><i>Case Study Responses (2)-School Leader Role Playing</i> <i>30% of Course Grade</i></p>

In this course you will be assigned (1) case study to review from the *Preparing for School Leadership in Texas: Mastering Principal Competences and Challenges of 21st Century Leadership* textbook that will focus on issues of race, class, culture, poverty, ethnicity, and other factors that impact learning of traditionally marginalized students. It is important that you review all artifacts provided in the case. This is your opportunity to demonstrate your understanding of how theory links to practice.

<p><i>Pillar Assignment-Final Project</i> <i>30% of Course Grade</i></p>

Students will be provided with a case study to review and analyze. Critical analysis will be conducted as described below.

Final Project (80% of Final Project Grade)

What does the Project entail? Bambrick-Santoyo (2018) presented a detailed blueprint inclusive of seven key principles also known as levers for use by both emerging and veteran leaders to build successful schools. The activities required for this task have been designed for aspiring school leaders to demonstrate their knowledge, skills, and mindsets in providing ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

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Students will be required to review and analyze a comprehensive peer reviewed case study published in the Journal of Cases in Education Leadership entitled # *BlackGirlsMatter: A Case Study Examining the Intersectionality of Race, Gender, and School Discipline* through the lens of 4 out of 7 levers: **observation and feedback, professional development, student culture and staff culture**. At the conclusion of this project, successful students will demonstrate an understanding that an effective principal:

- accepts and respects all cultural backgrounds, customs, traditions, values and communication as assets;
- understands that all members of the school community must hold unwavering high expectation for all students and family;
- promotes, supports, demonstrates and expects that equity is a school-wide belief, attainable goal, and daily practice and cultural competence is a core belief and practice.

Peer Review of Final Project (20% of Final Project Grade)

- Directions will be provided in course shell

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

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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.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

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[Graduate Student Academic Dishonesty Form](#)

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Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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

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EDAD 561 Course Calendar for FALL 2022

Tuesday, August 30 – Friday, October 14

Modules	Assignments/Tasks	Due Date Assignments submitted to myLeo by 11:59 pm
Module 1 August 30 - September 4	Take Multicultural Quiz	Sunday, September 4
	Student Lounge Introductions	Sunday, September 4
	Review Module 1 content items. Please go to Discussion Group Assignments to find out the group you have been assigned.	Sunday, September 4
	Please visit Group Project Think Tanks discussion areas to begin discussions about Group Projects.	Sunday, September 4
	Review Module 1 content items and complete assigned readings. <i>Diversity Matters: Understanding Diversity in Schools: Chapters 1 & 2</i> <i>Diversity and Equity in the Classroom: Chapters 1 & 11</i>	Sunday, September 4
Module 2 September 5 – September 11	Discussion Board #1-Response to Prompt	Thursday, September 8
	Discussion Board #1-Response to Peer	Sunday, September 11
	Review Module 2 content items and complete assigned readings. <i>Diversity Matters: Understanding Diversity in Schools: Chapters 3 & 4</i> <i>Diversity and Equity in the Classroom: Chapters 2 & 9</i>	Sunday, September 11
	Read Mis-educating Teachers about the Poor: A Critical Analysis of Ruby Payne's Claims about Poverty	Sunday, September 11
	Please visit Group Project Think Tanks discussion areas to begin discussions about Group Projects.	Sunday, September 11

Module 3 September 12 – September 18	Discussion Board #2-Response to Prompt	Thursday, September 15
	Discussion Board #2-Response to Peer	Sunday, September 18
	Review Module 3 content items and complete assigned readings. <i>Diversity Matters: Understanding Diversity in Schools: Chapters 5, 6, & 7</i> <i>Diversity and Equity in the Classroom: Chapters 4 & 5</i>	Sunday, September 18
	Case Study #1	Sunday, September 18
Module 4 September 19 – September 25	Discussion Board #3-Response to Prompt	Thursday, September 22
	Discussion Board #3-Response to Peer	Sunday, September 25
	Review Module 4 content items and complete assigned readings. <i>Diversity Matters: Understanding Diversity in Schools: Chapters 8, 9, & 10</i> <i>Diversity and Equity in the Classroom: Chapters 6 & 7</i>	Sunday, September 25
	Read Kemp-Graham/Templeton Article	
Module 5 September 26 – October 2	Discussion Board #4-Response to Prompt	Thursday, September 29
	Discussion Board #4-Response to Peer	Sunday, October 2
	Review Module 5 content items and complete assigned readings. <i>Diversity Matters: Understanding Diversity in Schools: Chapters 11 & 12</i> <i>Diversity and Equity in the Classroom: Chapter 8</i>	Sunday, October 2
	Case Study #2	Sunday, October 2

Module 6 October 3 – October 9	Review Module 6 content items and complete assigned readings. <i>Diversity Matters: Understanding Diversity in Schools: Chapters 13 & 14</i> <i>Diversity and Equity in the Classroom: Chapters 3 & 10</i>	Sunday, October 9
	Continue collaboration in Group Project Think Tanks discussion areas to collaborate on Group Projects.	Sunday, October 9
Module 7 October 10 – October 14	Extra Credit Discussion Board Response to Prompt	Tuesday, October 11
	Extra Credit Discussion Board Response to Peer	Friday, October 14
	Review Module 7 content items and complete assigned readings. Diversity Matters: Understanding Diversity in Schools: Chapter 15	Friday, October 14
	Pillar Project Due	Friday, October 14