Fall 2024 EDAD 510
Leading Learning Communities Practicum
Texas A&M University-Commerce
Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Sharon Ross Ed.D.
Office Location: Education North Building, Office #113C
Office Hours: Tuesdays – 9:30 a.m. – 2:30 p.m.
Office Phone: 903-886-5557
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Cell Phone: 903-245-8712
University Email Address: sharon.ross@tamuc.edu
Preferred Form of Communication: Email, text, call

No Textbooks Required for this Course.

Recommended Textbooks

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-based-strategies-and-best-practices-for-aspiring-school-leaders-a-resource-guide-for-the-texes-principal-exam-268-and-the-performance-assessment-pasl-ballenger-jiang-kemp-graham-paperback/

Einfalt, L., Wakefield, C., Kimmins, M., & Henry, P. H. (2021). *ETS PASL preparation guide: making the most of performance assessment for school leaders*. LCM Consulting, LLC
https://store.esc13.net/products/pasl-preparation-guide

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.

The *syllabus/schedule are subject to change.*

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.

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 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 the "TK20 and Other Practicum Documents" tab in the D2L course.

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.

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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:

Percentage	Course Letter Grade
90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
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 and submission of all TEA required documents to both this D2L course and TK20 portal.***

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GENERAL DESCRIPTION OF PRACTICUM ACTIVITIES

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, Chapter149.
   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. <u>Each log submission must have your site supervisor's signature.</u>
   f. <u>Only a maximum of 10 hours can be counted for any one specific activity.</u>
   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 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.

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 and submission of all TEA required documents to both this D2L course and TK20 portal.***

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 <u>three</u> 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**

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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.

Site Supervisor Summative Evaluation Form in TK20

The campus Site Supervisor will also complete a Site Supervisor Summative Evaluation Form in TK20 at the end of the semester.

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) 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 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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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

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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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

AI Use policy [Draft 2, May 25 2023]
Texas A&M University Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instruc tor of the course.
Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (Individual instructors may disallow entirely the use of such software for individual assign ments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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

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text or misrepresented sources.
13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

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.

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For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

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Fall 2023 EDAD 510 Course Calendar
August 26, 2024 (First Class Day) – December 13, 2024
To Be Revised

Course Modules	Assignment	Points	Due Date (by 11:59 pm)
Module 1	Self-Evaluation Form	10	
Module 2	Practicum Proposal	20	
Module 3	Site Supervisor Training Deadline	20	
	Pre-Conference Observation Discussion #1	10	
Module 4	Observation Video #1	200	
Module 5	Post Video Observation Conference #1	10	
	On Campus Job Shadow Reflection	10	
Module 6	60 Hour Practicum Log #1	50	
	Post Conference ZOOM #1	50	
Module 7	Pre-Conference Video Observation #2	10	
	Walkthrough Reflection	10	
Module 8	Observation Video #2	200	
Module 9	Post Observation Video Conference #2	10	
	Off Campus Job Shadow Reflection	20	
Module 10	110 Hour Practicum Log #2	100	
	Post Conference ZOOM #2	50	
Module 11	Pre-Conference #3	10	
	PASL Plan Task Sheets	100	
Module 12	Observation Video #3	200	
Module 13	Post Observation Video Conference #3	10	
	Reflection of Practicum Experience	10	
Module 14	160 Hour Practicum Log #3	150	
	Post Conference ZOOM #3	50	

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	Field Supervisor Contact Log	20	
	Site Supervisor Summative Evaluation	50	
Module 15	Digital Literacy Training Certificate	50	
	Total Possible Points	1430	

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DISSERTATION: EDAD 718-09E
COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, Ed.D.
Office Location: ED North, #113C
Office Hours: Virtual upon request; Tuesday 9:30am – 2:30pm
Cell Phone: 903-245-8712
Office Phone: (903) 886-5577 (EDAD Main Office at TAMUC)
Office Fax: 903-886-5507
University Email Address: Sharon.Ross@tamuc.edu
Preferred Form of Communication: Please use the University email address for all communication or text my cell with your name and message and I will get back to you.
Communication Response Time: Email will be answered within 24 hours.

COURSE INFORMATION

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

Dissertation Methods text from all previous courses

Software Required
Updated PC and internet

Course Description

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

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

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

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

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

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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

As needed to complete dissertation

Student Responsibilities or Tips for Success in the Course

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

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

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

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

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

After the Defense.

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

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

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

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

GRADING

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

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

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REQUIREMENTS

LMS

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

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

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

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

ACCESS AND NAVIGATION

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

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Interaction with Instructor Statement

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

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

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

"Do not suffer in silence."

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Follow the Dissertation guidelines and Doctoral handbook

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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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

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

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

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

[Graduate Student Academic Dishonesty Form](#)

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

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

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162 Phone
(903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

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

Nondiscrimination Notice

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

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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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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The *syllabus/schedule are subject to change.*

A&M-Commerce Supports Students' Mental Health

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

Department or Accrediting Agency Required Content

AI use policy [Draft 2, May 25, 2023]

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

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

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

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

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

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COURSE OUTLINE / CALENDAR

Dissertation Chapter	Topic/Assignment	Date Due	Notes
Zooms As Scheduled	Check In - Updates	See Schedule on D2L Each student is on a different schedule	
	Problem and Purpose Statement Check In - Updates		
	Check In - Updates		
Chapter 2	Chapters 1 and 2		
Group Zoom	Check In - Updates		
Group Zoom	Check In – Updates		
Group Zoom	Check In - Updates		

The syllabus/schedule are subject to change.

Chapter 3	**Chapter 3** **IRB Application & Documentation**		
Group Zoom	**Check In - Updates**		
Proposal	**Proposal Schedule on D2L**		

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

The *syllabus/schedule are subject to change.*

EDAD 569-81B Instructional Leadership
COURSE SYLLABUS
Fall 2024
October 21, 2024 – December 13, 2024
Tuesday, 5pm – 9pm

INSTRUCTOR INFORMATION
Instructor: Sharon Ross, Ed.D. Assistant Professor
Office Location: EDN #113C

Office Hours: Tuesday 9:30 a.m. – 2:30 p.m.
Office Phone: 903-886-5577 Personal Cell Phone: 903-245-8712
University Email Address: Sharon.Ross@tamuc.edu
Preferred Form of Communication: Email, Text, Call
Communication Response Time: Immediate to 24 hrs

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.

Aguilar, E. (2020). Coaching for equity: Conversations that change practice. San Francisco, CA: Jossey-Bass

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

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

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

Here is the Lulu url for the Templeton book

- https://urldefense.proofpoint.com/v2/url?u=https-3A__www.lulu.com_en_us_shop_nathan-2Dtempleton_voices-2Dfrom-2Dthe2Dfield2Dbuilding-2Dcapacity-2Dfor-2Dleadership-2Dand-2Dsocial2Dchange2Din2Drural-2Dschools_paperback_product-2D6w2k84.html-3Fpage-3D1-26pageSize-3D4&d=DwIGaQ&c=oqyuZuih6ykib6aKiBq22_bich4AVfYGoLertJN0bEc&r=1MnmSDvqrk9O_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 though 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. Understand the connection between social justice, democracy, and moral/transformative leadership [TAC]
2. Apply research driven practices to create, monitor and assess equitable classroom instruction and reduce the achievement gaps. [competency 004]
3. Analyze curricula to enhance teacher instructional capacity, including alignment, scope, and sociological, linguistic, cultural considerations. [competency 004]

4. Examine and utilize multiple forms of data to inform instructional practices, maximize student learning outcomes and develop human capital. [competency 005, 006]
5. Compose individualized professional development plans that support student growth measures by capturing teacher strengths and areas for development. [competency 004, 005, 006]
6. Investigate cycles of continuous improvement through reflection, selfassessment, and coaching. [competency 005]
7. Invest and manage time to prioritize the development, support, and supervision of staff to maximize student outcomes. [competency 006]
8. Facilitate collaborative structures that support professional learning communities. [competency 005]
9. 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 delivers completely online through the D2L Learning Management Platform. The course is structured so that content may be engaged in 7 modules. Each module begins on Monday of the week and concludes at 11:59 p.m. on Sunday of the week. The structure of each module contains an introduction to the material to be covered, assigned readings, and required assessments or activities. Each assessment, whether formal or informal, is designed for the aspiring principal to demonstrate synthesis of material and application of theory to practice.

This application is referred to as Practitioner Pedagogy. To the latter point, the course culminates in a scaffolded Performance Assessment for School Leaders (PASL), designed to inform the aspiring principal how to lead the learning community.

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

GRADING

EDAD 569 Module Assignment Grading Rubrics

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

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

Module Discussion Forums:

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

EDAD 569 Discussion Thread Grading Rubric

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

Grading

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

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

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

Assessments

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

Discussions   SLO, 3,5

Reading Assessments/Quizzes   SLO 1-8

Assignments   SLO 4, 7
PERFORMANCE ASSESSMENT SLO 1-8

Reflections/Observations   SLO 1, 5, 6

Policy on Late Work:
If you must be late on an assignment, please email the instructor with the reason and request an additional day for completion, which may or may not be granted.

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

I am a former public-school teacher, principal, assistant superintendent of curriculum and instruction, and superintendent preparing you, the aspiring campus administrator (PRINCIPAL); therefore, interactions with me are collaborative and productive, in a challenging atmosphere. I will do my best to coach you to greatness by seeing the best in you and building your inner capacity to excel in school leadership. Do not suffer in silence by sitting back and wondering. Wonder about the research behind operationalizing processes, procedures, and systems, but do not wonder about assignments. Contact me when you have done all you can to find answers to questions and concerns but cannot. Doing all you can means reading the entire lesson, following the links, re-reading, asking a study buddy, and then contacting me, your professor, if you are still stuck. Waiting until the last minute usually doesn't work as I might be working on several projects at one time and cannot get to you before your deadline so PLEASE contact me as soon as you know you are struggling with an issue so I can help you find the answers you need or lead you down the pathway of knowledge! Email, text, or call. In face-to-face classes, you have my undivided attention; therefore, take advantage of paying attention and absorbing all you can in class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies Syllabus Change Policy
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<div align="center" style="color:red">

Prepare - Participate – Produce
Read – Review – Respect – Reach High

Expect Excellence

</div>

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 (20). 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 12c.p.i. (characters per inch), double-spacing, and one-inch margins.

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http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf
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Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
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The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Department or Accrediting Agency Required Content   AI use in course [Draft 2, May 25, 2023]

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13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE/CALENDAR

MODULE	ASSIGNMENT	DATE DUE
Module 1 Oct. 21 – Oct. 27	View "Welcome to Course" Video & Introduce a Leadership activity you engagement you were involved in, within the last 2 weeks, to the class	**Oct. 22 In Class**
	Read pp. 1-42 (Marshall)	
	Read pp. 1-18 and 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)	**In Class**
	Complete Key Lever One Assignment (20 points)	**Oct. 27 - 11:59pm**
Module 2 Oct. 28 – Nov. 3	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)	**In Class**

	Complete Key Lever Two Assignment (20 points)	Nov. 3 - 11:59pm
Module 3 **Nov. 4 – Nov.** **10**	Read pp. 235-256 (Aguilar) "Coaching for Equity"	
	(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 3 Discussion (5 points)	**In Class**
	Access Student Culture Rubric in Instructional Resources Use the Student Culture Rubric to **Develop** a Student Culture Plan of Action for your Campus; Module 3 Assignment 3A (20 points)	Nov. 10 - 11:59pm
	Access Mini-Walk Instrument in Instructional Resources **Complete** Assignment 3B (20 points)	Nov. 10 - 11:59pm
Module 4 **Nov. 11-17**	Read pp. 25-75 (Aguilar) using **Stop and Jot** as you Read	
	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 – Se It and Name It – Leading PD	
	Engage in Professional Practice using **Stop and Jot** as you read	
	Complete Assignment 4 (20 points)	Nov. 17 - 11:59pm

Module 5 Nov. 18 – Nov. 24	Read pp 211-233 (Aguilar) "Coaching for Equity" Read Chapter 7 (Marshall) Read Chapter 2 (Bambrick-Santoyo) Making Research Connections: Read Chapter 9 (Templeton) **Complete** Module 5 Discussion (5 points)	**In Class**
	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)	**Nov. 24 - 11:59pm**
	Complete Assignment 6 – Equity Audit pg. 57 (Aguilar) 50 points	**Nov. 24 - 11:59pm**
Module 6 Nov. 25 – Dec. 1	Read pp. 275-300 (Aguilar) "Creating New Practices" 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	**Dec. 1 - 11:59pm**
	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), 21.044b. While there is no assignment due in relation to the content, please download the pdf document and save for future use.	**Dec. 1, 2024**
	Begin working on the PERFORMANCE ASSESSMENT that is due in Module 7	
Module 7 Dec. 2 – Dec. 8	View Video: Performance Assessment Overview **Complete** Performance Assessment [Alt A] (30 points)	**Dec. 8 - 11:59pm**
Module 8 Dec. 9 – Dec. 13	**Wrap Up**	**Dec. 12– 11:59pm**

Texas A&M University-Commerce

EDAD 561
Culturally Responsive Campus Leadership
FALL 2024

Course Syllabus

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

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, EdD
Office Location: EDN 113C
Office Hours: Tuesday 9:30am to 2:30pm
Office Phone: 903-886-5557
Office Fax: 903-886-5507
University Email Address: sharon.ross@tamuc.edu
Form of Communication: email, phone: Communication Response Time: Within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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

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

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

Course Description

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

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

1. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas Principal to establish and implement a shared vision and culture of high expectations for *ALL* staff and students as evidenced by the school leaders' ability to leverage school culture to drive improved outcomes and create high expectations for *ALL*.

2. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas Principal to promote the success of *ALL* students by acting with integrity and fairness and in an ethical manner by promoting awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.

3. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas School Principal to act with integrity, fairness, and ethically and legally by applying knowledge of ethical issues affecting education; applying legal guidelines to improve learning opportunities; serving as an advocate for all children and promoting the continuous and appropriate development of *ALL* students.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND SBEC TEXES COMPETENCIES

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

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DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal can provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. o Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
   - o Models and promotes the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors. o *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
   - o *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
   - o *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

- o *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- o *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

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

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.
- (i) Effective culture leaders:
  - o (I) leverage school culture to drive improved outcomes and create high expectations.
  - o (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. o (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment.
  - o (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
  - o (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Families and the community have regular opportunities to engage with the school and participate in school functions.
- (ii) In schools with influential culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff are responsible for communicating the vision in their classrooms and implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with their students' families to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.
- (i) **Shared vision of high achievement**. The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) **Culture of high expectations**. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional support for students.
- (iii) **Intentional family and community engagement**. The principal engages families and community members in student learning.
- (iv) **Safe school environment**. The principal creates an atmosphere of safety that encourages staff and students' social, emotional, and physical well-being.
- (v) **Discipline.** The principal oversees an orderly environment, maintaining expectations for student behavior while implementing various student discipline techniques to meet the needs of individual students.

COURSE REQUIREMENTS

Student Conduct

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

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

COURSE OUTLINE AND EXPECTATIONS

DESIGN OF THE CLASS

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

CLASS PARTICIPATION

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

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

ONLINE CLASS ENVIRONMENT

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

Assignment/Assessment	% of Grade

Constructed Responses	45
Artifact Video Response	20
Case Study PPT Video	15
Final	20

Final grades will be calculated on the following scale

90-100	**A**	**Excellent**
80-89	B	Good
70-79	C	Poor
Below 70	F	Unacceptable

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

ASSIGNMENTS

Completion of assignments

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

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

Please have a backup plan for internet outages.

TECHNOLOGY REQUIREMENTS

LMS

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

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

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

University Specific Procedures

Student Conduct

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 Procedures 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&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-

8865145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

AI use policy

 Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Department or Accrediting Agency Required Content

COURSE CALENDAR

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

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

EDAD 519 Designing Curriculum (Online)
Fall 2024
Course Syllabus

INSTRUCTOR INFORMATION

Instructor: Sharon Ross, EdD
Office Location: Commerce Campus, Frank Young Education North, Suite 113C
Office Hours: Tuesday, 9:30a.m. – 2:30p.m.
Professor's Personal Cell Phone: 903-245-8712
Office Phone: 903-886-5557
Office Fax: 903-886-5507
University Email Address: Sharon.Ross@tamuc.edu
Preferred Form of Communication: Email, phone, text
Communication Response Time: 24 hours (48 hours weekends)

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

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

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

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

Other Required Documents
- Most updated Campus TAPR report for your campus (download):
  https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports
- Most updated Campus Improvement Plan or School Improvement Plan

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

The *syllabus/schedule are subject to change.*

Course Description

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

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

Competency 003: The beginning principal knows how to collaboratively develop and implement high quality instruction.
  A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
  B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and culturalneeds
  C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment (Backward Design)
  D. Implements a rigorous curriculum that is aligned with state standards, includingcollege and career-readiness standards
  E. Facilitates the use and integration of technology, telecommunications, andinformation systems to enhance learning

Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
  A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
  B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
  C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
  D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
  E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

The *syllabus/schedule are subject to change.*

Student Learning Outcomes:

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

COURSE REQUIREMENTS

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

Assignments:

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

Final Pillar Project (3 Products = 380 points)
This course will include a project to demonstrate mastery and application of learning. The project is designed to be a real-world experience to assist you as a school leader/practitioner by using data to create an improvement plan. Projects vary in nature and are individualized to the student's current professional situation. Each project will have its own set of parameters for completion. Some of your Module assignments will assist you in developing this final course project. Detailed instructions are provided within the course.
The final exam will be an application component comprised of 3 steps.

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

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

The syllabus/schedule are subject to change.

Step 2: Curriculum Unit Review (100 points)

Conduct a curriculum unit review using the Understanding by Design (UbD) model.

Step 3: Developing a Curriculum Plan (160 points)

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

Assignment and Point Value Breakdown

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

Total Points – 441 Points

FINAL GRADE:

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

TECHNOLOGY REQUIREMENTS

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

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

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ACCESS AND NAVIGATION

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

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

Academic Integrity

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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

AI use policy [Draft 2, May 25, 2023]

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Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

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

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.

The *syllabus/schedule are subject to change.*

A&M-Commerce Supports Students' Mental Health

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

The *syllabus/schedule are subject to change*.

EDAD 519 Course Calendar for Fall 2024
August 26 (First Class Day) – October 18 (Last Class Day)

Modules	Assignments/Tasks	Due Date (Submitted to myLeo by 11:59 pm)
Module 1 August 26 – Sept. 1	Introduction Post and Module 1 Content Discussion Post	Friday, Aug. 30, Initial Post Sunday, Sept. 1, Response to 2 peers
	Module 1 Analysis Assignment	Sunday, Sept. 1, by 11:59pm
Module 2 Sept. 2 – Sept. 8	Module 2 Discussion	Friday, Sept. 6, Initial Post Sunday, Sept. 8, Response to 2 peers
	Module 2 Analysis Assignment	Sunday, Sept. 8, by 11:59pm
Module 3 Sept. 9 – Sept. 15	Module 3 Analysis Assignment No discussion this week.	Sunday, Sept. 15, by 11:59pm
Module 4 Sept. 16 – Sept. 22	Module 4 Discussion	Friday, Sept. 20 Initial Post Sunday, Sept. 22 Response to 2 peers
	Module 4 Reading Analysis	Sunday, Sept. 22, by 11:59pm
Module 5 Sept. 23 – Sept. 29	Phase 1 of the Final Pillar Project: Power Point of Data Collection and Needs Assessment	Sunday, Sept. 29, by 11:59pm
Module 6 Sept. 30 – Oct. 6	Phase 2 of Final Pillar Project: Curriculum Unit Review	Sunday, Oct. 6, by 11:59pm
Module 7 Oct. 7 – Oct. 13	Phase 3 of Final Pillar Project: Planning	Sunday, Oct. 13, by 11:59pm
Module 8 Oct. 14 - Oct. 18	Wrap Up	Thursday Oct. 17, by 11:59pm

The *syllabus/schedule are subject to change.*