



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

EDLD 5316 LEADERSHIP OF EFFECTIVE INSTRUCTION

FALL 2017 SEMESTER

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MODE OF INSTRUCTIONAL DELIVERY

This course utilizes a blended delivery model with 65% online course and 35% face to face. The online component uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]. The face to face meeting dates are Sept 9, Sept 30, Oct 28, Dec 2.

STUDENT-INSTRUCTION INTERACTION

Class meeting dates are Sept 9, Sept 30, Oct 28, Dec 2.

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their MyCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

COURSE OVERVIEW AND DESCRIPTION

The study of instructional leadership emphasizes the appropriate use of instructional practices within the framework of theory and research to enhance organizational effectiveness and improve school culture. EDAK 516 will provide practical and relevant examples from the field of education with a balance of research to allow students to engage in the difficult decisions and challenges faced by 21st century school leaders.

COURSE OBJECTIVE

The purpose of EDAK 516 Leadership of Effective Instruction is to support aspiring principals in developing an understanding of the instructional leadership skills necessary to become effective campus principals. The course will require students to develop a general knowledge and understanding of the use of student performance outcomes and data-driven decision making in the areas of curriculum, instruction, data gathering and analysis, goal setting, conferencing, team building, and teacher coaching and mentoring.

LEARNING OBJECTIVES/STUDENT COMPETENCIES

The student will be able to:

1. Facilitate, monitor, and analyze instructional programs, curriculum alignment, and classroom instruction best practices that promote student learning. (B2, 3, 4, 6, 7)
2. Ensure use of multiple forms of data, assessment, technology, collaboration, and planning to maximize student development and learning. (B5, 8, 9, 10, 11)
3. Cultivate supportive practices such as coaching, mentoring, and setting of high expectations to develop the instructional and leadership capacity of the staff to increase student learning and eliminate achievement gaps. (B1, 9)
4. Utilize practices for Advancing Educational Leadership to execute approved programs and research-based practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students. (B1-11, D1, 2, 7, 8, 9, F2, 4, 8)

Standards-Based Competency Goals Statements (certification or standards)

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. The seven standards are (1) Learner-Centered Values and Ethics of Leadership, (2) Learner-Centered Leadership and Campus Culture, (3) Learner-Centered Human Resources Leadership and Management (4) Learner-Centered Communications and Community Relations, (5) Learner-Centered Organizational Leadership and Management, (6) Learner-Centered Curriculum Planning and Development, and (7) Learner-Centered Instructional Leadership and Management. This course focuses specifically on and provides indepth learning related to the following Texas standards:

- **CURRENT 19TAC 241.15 Standard G - Learner-Centered Instructional Leadership**
- NEW 19TAC 241.15 Standard B - Leading Learning (Instruction)

In addition the course will address the following state exam competencies and national standards:

- **TEExES Competencies—005 Instructional Program**
- **Professional Standards for Educational Leaders—Standard 4** (Curriculum/Instruction/Assessment)

REQUIRED READING AND TEXTBOOKS

A selected bibliography is included on the Bb course site. The following are required texts:

Bernhardt, V. (1999). *The school portfolio: A comprehensive framework for school improvement*. Larchmont, NY: Eye on Education. (ISBN 9781883001643)

Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous improvement*. Larchmont, NY: Eye on Education. (ISBN 9781930556218)

Downey, C., Steffy, B., Poston, W., & English, F. (2009). *50 ways to close the achievement gap* (3rd ed). Thousand Oaks, CA: SAGE Publications. (ISBN 9781412958981)

Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press. (ISBN# 9780761938736)

COURSE REQUIREMENTS

Advancing Educational Leadership (AEL) Certification

Advancing Educational Leadership (AEL) training is a scripted program prepared by the Texas Education Agency and is based on clock hours. In order to be recommended for AEL Certification, students may not miss any certification hours. Therefore, attendance and participation in all certification sessions and completion of all assignments is required. TEA charges a \$75 fee for AEL Certification which will be collected from each student at the first face-to-face AEL session. **(Assessments: included in AEL materials)**

Applied Reading Review

(50 points)

Using Fullan's (2003) *The moral imperative of school leadership*, students will complete a written review including each of the elements below. The applied reading review should be three to five pages excluding the cover page and reference page. APA format is required. Applied Reading Review Elements include: (1) a purpose statement (a brief statement of the main idea of the entire book); (2) an analysis of the essential points contained in the book; (3) a personal application of the material; and (4) cover page and reference page. **(Assessment: Written Product Rubric)**

Collaborative Dialogue Linked to Reading

(30 pts each – 120 pts)

Students will engage in a series of **four online dialogue sessions** via the Canvas course site concerning reading assignments topics. Each discussion is specifically linked to the reading assignment as a lead-in or follow-up learning activity. Following the original response to the discussion prompt for the dialogue, students will respond to the reflection of at least three other students, creating an online conversation about the readings. Students are expected to provide timely, honest, thoughtful responses that are reflective of **prior readings** and experiences. Consideration of ideas differing from one's own perspective is required. Each student is expected to post an original response by the determined date, and at least **three** responses to the postings of other students before the assignment closes on the final day. **(Assessment: Collaborative Discussion Rubric)**

Reflective Journaling Based on Guided Observations

(30 pts each – 120 pts)

Each student will be required to submit **four journal reflections** with documentation over time to the instructor posted to the assignment on TAMU-CT Canvas. These journals will serve as a reflection on the thoughts and progress toward professional growth as an administrator/educator. Personal journal reflections should be an examination of and reflection on actions and observations in relation to preparation as an instructional leader, and **developed over time**. Critical incidents or experiences related to administration/supervision may be analyzed and discussed in relation to current experience and/or insights gained through new knowledge, skills or values derived from the courses of study. The reflective journal is to be built upon throughout the semester.

(Assessment: Written Product Rubric; APA format not required.)

Evaluation of Standards

(30 points each – 90 pts total)

Each student will evaluate standards and recommend changes using *50 Ways to Close the Achievement Gap*. The templates found in *50 Ways* for Standard #3 (page 137), Standard #4 (page 203), and Standard #6 (page 284) must be used to evaluate the district and/or campus status, with a column added for analysis for each strategy. Analysis results and the resulting recommendations should be typed in Word format then posted to the assignment. **(Assessment: Written Product Rubric)**

Mentor Consultations/Reflections

(40 points each – 120 pts total)

Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three mentor consultations are facilitated by the student: **set agendas using the focus topics related to the required reading and collaborative discussion**, set meeting times and locations, interview principals, document meeting notes, and write

reflections. Each principal consultation will align with a specific learning focus area. Use the Mentor Consultation template to document the meeting and your reflection and attach it to the assignment.

(Assessment: [Mentor Reflections Template](#))

FIT2LEAD Continuous Improvement Analysis and Planning (40 points)

Beginning in EDAK 500, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified leadership standards and skills (19 TAC §241.15 and §149 BB). Utilizing the updated reflective FIT2LEAD format, students will share their own “read” and that of their mentor principal related to the state principal standards studied during the semester. Additionally, the student, the mentor, and instructors will assess the discreet leadership skills using the *School Leadership Competency Inventory*. Students will complete all sections of the FIT2LEAD Continuous Improvement Analysis and Planning template: FeedBack, FeedForward, and GrowForward.

(Assessment: [FIT2LEAD TEMPLATE](#))

Professional e-Portfolio Additions – Teaching and Learning (40 points)

The student will expand the Professional Portfolio began in EDAK 500 Foundations of Educational Leadership by developing the section for the concept of Teaching and Learning. Write and include a one-page reflective anchoring essay about Teaching and Learning (related to principal standard #6 instruction). APA style should be used as appropriate. Locate and include in the e-Portfolio two artifacts and completed reflection forms showing evidence of knowledge, skill, and values related to Teaching and Learning. Place the additions in the Teaching and Learning tab of the Professional e-Portfolio and make the e-Portfolio available to the professor for assessment.

(Assessment: [Professional e-Portfolio rubric](#).)

School e-Portfolio Additions – Student Achievement (40 points)

The student will expand the School Portfolio (Bernhardt, 1999) case study started in EDAK 501 by developing the Student Achievement section. Add the Student Achievement Continuum (rubric rated by highlighting), the accompanying Student Achievement Story (use school portfolio writing template for leadership), any items you find that are on the Student Achievement Items list, and any additional items that you have included in the Student Achievement Story. As evidence that you have completed the Student Achievement section, place the additions in the Student Achievement tab of the Student e-Portfolio and make the e-Portfolio available to the professor for assessment.

(Assessment: [School e-Portfolio rubric](#))

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted.* In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. *You are expected to attend and participate (Collaborative Participation Rubric) in f2f class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the Grade of A: **558** minimum accrued points (90% of 620)

To earn the Grade of B: **496** minimum accrued points (80% of 620)

Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance or absences. In addition to specific suggestions and/or criteria given in individual assignments, the grading criteria and rubrics on the next two pages will be used in the course.

- A---90 to 100
- B---80 to 89
- C---70 to 79
- D---60 to 69
- F---0 to 59

WRITTEN PRODUCT ASSESSMENT RUBRIC				
Dimensions	5	4	3 2	1 0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages reader	Product lacks structure and coherence to engage reader in a meaningful flow of ideas
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)		Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)	Not mechanically sound; four or more mechanical and/or formatting errors

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC				
Dimensions	5	4	3 2	1 0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective		Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective	Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes and concepts		Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes / concepts, prior learning, current research and the field of practice		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity	Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity

Note: Rubric adapted from materials used in *The School Portfolio* (Victoria Bernhardt) and Marshall University Leadership Studies Program

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUALIZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
COHERENCE	Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative development of ideas.	Student's leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.	No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided self-assessment of learning and growth.	Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
PRESENTATION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract .

Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUALIZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
COHERENCE	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development and rationale for selection of entries. Evidence of assessment of improvement needs.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps.
PRESENTATION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation.

Note: Rubric adapted from materials used in *The School Portfolio* (Victoria Bernhardt) and Marshall University Leadership Studies Program

COLLABORATIVE DISCUSSION AND REFLECTIVE JOURNAL TOPICS

	Text	Collaborative Discussion	Reflective Journal	Mentor Consult Focus
1	<p>Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Intro, p. 1-14)</p> <p>Marzano, R. (2003). <i>What works in schools: Translating research into action</i></p> <p>AEL Theme(s):</p> <ul style="list-style-type: none"> • Creating Positive School Culture 	<p>Based on your readings from Downey pp1-14, What are your thoughts regarding Quality Control/Six Standards/Linkage represented in figure 0.2? What connections can be made to the content contained in Marzano's <i>What Works...</i>? Finally, how do both Downey and Marzano speak to creating a positive school culture?</p>	<p>Downey et al identified six standards for high performing schools creating constancy of purpose. Describe specific leadership behaviors associated with an effective leader at your campus or in your district that is implementing the school-level factors. How do these behaviors lead to student/school success? Cite personal examples if applicable.</p>	<p>Leadership for high-performing schools.</p> <p>Factors that lead to creating a positive school culture.</p>
2	<p>Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Stand 3)</p> <p>Fullan, M. (2003). <i>The moral imperative of school leadership</i>.</p> <p>AEL Theme(s):</p> <ul style="list-style-type: none"> • Improving Instruction • Managing Data and Processes 	<p>Present, discuss, compare, and contrast Downey's Standard Three with school improvement and curriculum planning processes used at your school or in your district.</p>	<p>Examine your district's most recent PBMAS report, School Report Card, and TAPR report and identify areas in need of improvement. Observe classrooms in those program areas and visit with teachers and administrators. Reflect on your review of reports and findings from observations/conversations. How do these relate and align with one another?</p>	<p>Not applicable.</p>
3	<p>Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Stand 4)</p> <p>Fullan, M. (2003). <i>The moral imperative of school leadership</i>.</p> <p>AEL Theme(s):</p> <ul style="list-style-type: none"> • Vision, Mission, Goals • Improving Instruction 	<p>Read the Education Week commentary posted by Jim DeLisle and by Carol Ann Tomlinson and discuss the merits of each view.</p> <p>How will you cultivate deep adult learning on your campus and encourage productive conversations that nourish growth?</p>	<p>The leader of a school that changes and grows in positive ways generates an environment and learning opportunities for teachers that support change. Describe specific leadership behaviors associated with fostering the change process. How has this demanding and complex task been handled by leaders in your school/district?</p>	<p>Campus RtI process.</p> <p>Differentiation and mastery learning.</p> <p>Standard #3. Standard #4.</p>
4	<p>Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Stand 6)</p> <p>Fullan, M. (2003). <i>The moral imperative of school leadership</i>.</p> <p>AEL Theme(s):</p> <ul style="list-style-type: none"> • Developing Self and Others • Improving Instruction 	<p>Research supports intentional and targeted staff development as a tool for significant improvement in teaching and learning. However, several roadblocks impede progress in those efforts. Describe how as a campus principal you will impact the alignment of professional development activities and resources to assure that those activities have an unmistakable impact on teaching and student learning.</p>	<p>Take the time for two or more learning-focused conversations, including a new teacher and an experienced teacher (5 or more years), discussing workshops that make an impact, learning teams, and communication. Reflect on coaching options and activities that you would implement during your first year as a campus leader for support and professional growth.</p>	<p>Teacher mentoring and growth.</p> <p>Campus and district staff development alignment to goals.</p> <p>The learning environment.</p> <p>Standard #6.</p>

EDAK 516 CALENDAR OF ASSIGNMENTS AND ACTIVITIES*

	Date	Topic	Assignment Due
1	Objective 1: Facilitate instructional programs and classroom instruction that are conducive to student learning.		
	e-learn #1 8/28-9/17	Powerful Learning and High-Yield Classrooms	Dialogue Original Post 1 (30 total) Dialogue Response Posts Applied Reading Review – Fullen or Marzano (50) Reflective Journal 1 (30) Mentor Consultation 1 (40)
	Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Intro, p. 1-14) Fullan, M. (2003). <i>The moral imperative of school leadership</i> .		
2	Objective 2: Ensure responsiveness to diverse factors affecting students' development and learning.		
	e-learn #2 9/18-10/8	Classroom Audits for Excellence and Equity	Dialogue Original Post 2 (30 total) Dialogue Response Posts Reflective Journal 2 (30) Standard #3 (30)
	Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Standard 3) Fullan, M. (2003). <i>The moral imperative of school leadership</i> .		
3	Objective 3: Cultivate supportive practices such as coaching and mentoring that develop the instructional and leadership capacity of the staff to increase the effectiveness of classroom instruction.		
	e-learn #3 10/9-10/29	Leading for Differentiation	Dialogue Original Post 3 (30 total) Dialogue Response Posts Reflective Journal 3 (30) Standard #4 (30) Mentor Consultation 2 (40)
	Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Standard 4) Fullan, M. (2003). <i>The moral imperative of school leadership</i> .		
4	e-learn #4 10/30-11/19	Partnerships for Creating Impact Schools	Dialogue Original Post 4 (30 total) Dialogue Response Posts Reflective Journal 4 (30) Standard #6 (30)
	Downey, C., Steffy, B., Poston, W., & English, F. (2009). <i>50 ways to close the achievement gap</i> (Standard 6) Fullan, M. (2003). <i>The moral imperative of school leadership</i> .		
5	Objective 4: Develop and utilize practices for Advancing Educational Leadership.		
	e-learn #5 11/20-12/10	Creating Positive School Culture Vision, Mission, and Goals Developing Self and Others Improving Instruction Managing Data and Processes	Mentor Consultation 3 (40) Fit2Lead Analysis and Planning (40) Professional e-Portfolio (40) School e-Portfolio – Achievement (40)

Specific instructions for each E-Learning unit are outlined within Blackboard. This course outline and calendar serves as a broad overview that is to be printed and displayed in a prominent location in your work space. For successful completion of this course, students will need to follow the calendar for readings and assignments. Additional course readings, videos, Web content, etc., will be provided in Blackboard and will be essential to course objectives.

INSTRUCTOR POLICIES

Late Work: Students must hand in their work on time. 10% will be subtracted for each late day.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](#):

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and

includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage](http://www.tamuct.edu/departments/access-inclusion):
<http://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Tutoring.

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University – Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the Summer semester (June 5, 2017 to July 27, 2017). Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming

ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>