



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

## SYLLABUS

### EDLD 5307 –110 LEADERSHIP OF HUMAN RESOURCES

#### SPRING 2019 SEMESTER

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## I. COURSE DESCRIPTION

This course is designed to examine supervision and evaluation of faculty and staff in prek-12 schools. In addition, candidates will study effective supervisory and evaluation approaches for the development of a continuous improvement learning culture for faculty and staff.

The course provides aspiring principals with the opportunity to strengthen knowledge and skills necessary for principals to build human capital. The course utilizes literature on supervision, corporate culture, professional development, classroom walkthroughs, and standards for evaluation in order to build capacity for a successful educational leadership. The Texas Teacher Evaluation and Support System (T-TESS), a state-required teacher appraiser certification course, is included in the course. In order to be eligible for T-TESS certification, students must pass the T-TESS certification exam after training. Important Note: Students are required to pay a course fee of \$75 for T-TESS certification.

Prerequisite(s): Admission to program and approval of program coordinator.

The *structure* of the course is a simple layout. Each of the five Canvas e-learn modules contains information, tasks, assignments, assessments, and due dates for the student learning outcomes in the course. Learning in each module builds on previous experiences, so success in the course is dependent upon the completion of each set of learning activities. Instructor contact is expected if questions cannot be resolved using the information provided on the Canvas course site. IMPORTANT: Please note the 5 training dates for T-TESS (Jan 26, Feb 23, Mar 23, Apr 13, May 4)

## II. STANDARDS FOR THE PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in curricula and coursework. These standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to renew the Standard Principal Certificate. The six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital (4) Executive Leadership, (5) Strategic Operations, and (6) Ethics, Equity, Diversity. **This course is designed to address expectations related to integration and application associated with the six standards for the principal certificate.** Texas Administrative Code (19TAC) Rule 241.15 Standards for the Principal Certificate may be accessed at the following web address in the SBEC adopted rules section:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=241&rl=15](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15)

This course is designed to focus specifically on the following Texas standards:

- Standard D Executive Leadership (skill statements 1-9)
- Standard F Ethics, Equity, and Diversity (skill statements 1, 2, 4, 6, 8, 9, 10)  
([http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_floc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=241&rl=15](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15))

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA)  
Standard 1 Mission, Vision, & Professional Norms (skill statement D)  
Standard 2 Ethics & Professional Norms (skill statement F)  
Standard 3 Equity & Cultural Responsiveness (skill statement H)  
Standard 6 Professional Capacity of School Personnel (skill statements A-I)  
<http://www.npbea.org>
- *National Educational Leadership Preparation Standards* (NPBEA Building Level)  
Standard 1 Mission, Vision, & Core Values (skill statement 1.4)  
Standard 3 Equity & Cultural Leadership (skill statements 3.1, 3.2, 3.3)  
Standard 4 Instructional Leadership (skill statement 4.4)  
Standard 7 Human Resource Leadership (skill statements 7.1, 7.2, 7.3, 7.4)  
Standard 8 Internship and Clinical Practice (skill statement 8.1)  
<http://www.npbea.org>

### III. COURSE LEARNING OBJECTIVES/ACTIVITIES/ASSESSMENT

#### Student Learning Outcomes

The student will be able to:

1. Facilitate a school-wide culture of professional learning, clear expectations, and professional growth by using performance data and systematic feedback to enhance learning. (C2, 4, 5, 7, 8, D1, 2, 7, 8, 9)
2. Develop the knowledge, interpersonal skills, coaching, and technical skills that instructional leaders need in order to function effectively as developmental supervisors and instructional leaders. (C2, 4, 5, 7, 8)
3. Develop and utilize an understanding of systems that characterize enhance student outcomes, evaluate effectiveness, and develop the skills needed for leadership and responsibility. (C1, 3, 6)
4. Establish the goals and strategies for ethical practice, professional development, recruitment, induction, hiring, coaching, and retention of campus staff. (C9, 10, F2, 4, 8)

#### The required texts for the course are:

Gleason, Sonia C. and Gerzon, Nancy. (2013). *Growing into equity: Professional learning and personalization in high-achieving schools*. Thousand Oaks, CA: Corwin. (ISBN# 9781452287652)

Glickman, Gordon, and Ross-Gordon. (10th edition) *Supervision and instructional leadership: A developmental approach, 10<sup>th</sup> Edition*. New York: Pearson. (ISBN# 9780134449890)

Herasymowych, M., and Senko, H. (2009, second edition). *Corporate culture and organizational change: Strategic practice guide*. Calgary, Alberta, Canada: MHA Institute. (ISBN# 9780980881509)

Kemerer, Frank R, and Crain, John A. (6th edition, with CD). *Texas documentation handbook: appraisal, nonrenewal, termination. 6<sup>th</sup> Edition*. Texas School Administrators' Legal Digest. (ISBN# 9780985252755)

Moss, Connie and Brookhart, Susan. (2015). *Formative classroom walkthroughs: How principals and teachers collaborate to raise student achievement*. Alexandria, VA: ASCD. (ISBN# 9781416619864)

#### IV. COURSE ASSIGNMENTS

##### **T-TESS Training and Certification** (SLO # 1-4) (0 points)

T-TESS training is a scripted program prepared by the Texas Education Agency and is based on training, application, and assessment/certification testing. In order to be recommended for T-TESS Certification, students may not miss any certification hours. Therefore, attendance and participation in all certification sessions and completion of all assignments is required. Students must pass an online certification assessment before receiving T-TESS certification. (Assessments: included in T-TESS materials)

##### **Key Assessment** (SLO # 1-4) (60 points)

The Key Assessment assignment is a multi-step project activity and is designed to mirror TEA certification standards. Completion of this activity will introduce/prepare you for the Performance Assessment for School Leaders (PASL).

##### **Online Dialogues: Cultural Systems Strategic Practice** (SLO # 1-4) (40 pts each/120 points total)

This online dialogue examines *Corporate Culture and Organizational Change: Strategic Practice Guide*, the text for the third systemic leverage analysis in the systems decision support series from MHA. Through the online dialogue, students will gain an understanding of the language and concepts of cultural systems and strategic practice in order to determine possible choices and actions to navigate through group cultural dynamics more effectively. The dialogue requires that students pre-read sections of the *Strategic Practice Guide* and complete dialogue directions related to text sections. The specific directions are located on this dialogue assignment in the course Canvas site.

(Assessment: Collaborative Participation Rubric)

##### **Cultural Systems Analysis** (SLO# 1-4 ) (40 points)

As in technical systems analysis (EDLD 5339) where you diagnosed archetypes or patterns in the system related to leveraging more effective processes, and relational systems analysis (EDLD 5355) where you diagnosed strange loop relationship patterns to find leverage, the next process in the MHA Decision Support System focuses now on the patterns in cultural systems. The process hones in on two or more groups with different cultural norms who must find a way to work and learn together. Utilizing the *Corporate Culture and Organizational Change: Strategic Practice Guide* 2<sup>nd</sup> ed (Herasymowych & Senko) and a provided cultural systems analysis template, students will work with a peer coaching partner to complete the development of a cultural systems analysis in their current professional settings that addresses two very different groups.

##### **Mentor Consultations/Reflections** (SLO # 1-4) (40 points each/120 points 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 (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. Each principal consultation will align with specific e-learn focus areas (including T-TESS) that have just been completed and a look forward to the next e-learn focus. A Mentor Consultation Record/Reflections template is provided on Canvas. (assessment: 40 pt agenda/reflection template)

##### **Professional Development Continuum** (SLO #1) (40 pts)

The Professional Development Continuum is one of the Continuous Improvement Continuums for Schools found in Data Analysis for Continuous School Improvement (Bernhardt) begun in EDAK 501 Research for Educational Leaders. The Professional Development Continuum and the directions for

completing the analysis will be contained in Canvas. Successful completion of the learning exercise will help students determine needs for school-wide improvement and growth for professional learning.

(Assessment: Written Product Rubric)

**Professional Development Action Plan (SLO # 1-4) (60 pts)**

Students will develop goals and strategies for professional development using Learning Forward standards, ASCD materials, the Texas Principal Evaluation and Support System (T-PESS), and the Texas Teacher Evaluation and Support System (T-TESS). The instructor will provide materials for the professional development plan. (Assessment: Written Product Rubric)

**Principal Interview (SLO # 2) (40 pts)**

Using an interview protocol aligned with Standard C: Human Capital, each student will interview a currently practicing principal for the purpose of gaining insight into the nature of supervision work from the principal's perspective. Relatives and assistant principals are not candidates for the interview. In addition to collecting responses to interview questions, students should collect demographic information about the individual interviewed. Also, if a principal has had T-TESS experience, then be sure to include their comments about using T-TESS. The principal interview may be combined with the first or second mentor reflection meeting scheduled in order to use time more efficiently. The principal must be named, the interview questions must be included, the responses to the interview questions must be summarized or transcribed, and the **student's reflection of what was learned from this experience must be presented in written format.** (Assessment: Written Product Rubric)

**Growing into Equity (SLO #1-4) (30 pts)**

Gleason and Gerson studied four high performing schools where every student did well regardless of their backgrounds (2013). They described three findings in the book, *Growing Into Equity: Professional Learning and Personalization in High-Achieving Schools*. Choose five strategies or beliefs that support each of their findings. They should be strategies or beliefs you would implement as a future administrator. Rank the strategies in order of importance with "1" being the strategy or belief you would implement first and "5" being the strategy or belief you would implement last. For each finding, include a summary explaining the strategies you chose.

(Assessment: Written Product Rubric)

**Talent Management Reflection (SLO # 1-4) (60 pts)**

Using five (5) sources, students will write a reflection on their learning with regard to managing talent. The five sources include: 1) T-TESS with a focus on growth mindset, 2) principal interview results, 3) reading from the *Texas Documentation Handbook*, 4) reading from "Nine Best Practices for Effective Talent Management", and 5) reading from "Perspectives of Irreplaceable Teachers: What America's Best Teachers Think About Teaching." The reflection will include common themes, enlightenments, and future actions you will take as a principal concerning talent management.

(Assessment: Written Product Rubric)

**FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (SLO # 1-4) (40 pts)**

Beginning in EDAK 500, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective **FIT2LEAD** format, students will share their own "read" and that of their mentor principal as well as other colleagues related to the state principal standards studied during the semester. Additionally, the student, the mentor, and any other colleagues will assess discreet leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward. (assessment: analysis and planning template completion)

**Professional Leadership Portfolio – Professional Growth Section (SLO # 1-4) (40 pts)**

Expand your professional portfolio that you started in EDAK 500 Foundations of Educational Leadership by developing the section for the concept Professional Growth (see your 500 syllabus if you need a reminder about the portfolio). Write a one-page reflective anchoring essay about **Professional Growth**. APA style should be used as appropriate. Locate and include in your portfolio two artifacts and reflections showing evidence of your knowledge, skill, and values related to Professional Growth. The professional portfolio artifact reflection form should be used to explain your artifacts (see “forms” section on our educational leadership website). The artifacts component is a critical part of the portfolio because it provides the documentation and interpretation for the reviewer of the individual’s assessment of his/her abilities, professionalism, and character. The reflection associated with each artifact should clearly define the importance of the artifact and how it represents the knowledge, skill, or value addressed. Students should choose artifacts they believe best represent the theoretical foundations of their conceptions of leadership, that illustrate their skill in converting theory into practice, and that confirm their understanding of the program principles and the Texas Standards for the Principal Certificate. **Two artifacts and accompanying descriptions/reflections that depict competency related to professional growth are required in this course.** (Assessment: Professional Portfolio Rubric)

**School Portfolio Development – Professional Development Section (SLO # 1-4) (40 pts)**

Expand your School Portfolio (Bernhardt, 1999, Eye on Education) started in EDAK 501 Research in Educational Leadership by developing the Professional Development section. Add the Professional Development Continuum (rated rubric), your Professional Development Action Plan, and any additional items that you can find about professional development for your campus. As evidence that you have completed the assignment for adding items to the School Portfolio, add a description of the professional development items you included in the Professional Development section of your portfolio. (Assessment: School Portfolio Development Rubric)

**V. EVALUATION AND GRADING:**

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria rubrics outlined in the syllabus. 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; neither should the materials submitted by a collection of file materials. A course grade of Incomplete (I) will not be given except in extremely unusual cases. You must attend all class sessions AND complete and submit all assignments in order to be eligible for an A in the course. A grade of a C may result in retaking the course. The point system may be revised if necessary to accommodate unexpected changes in the course schedule. The instructor reserves the right to amend the syllabus at any time.

- To earn the Grade of A: **621** minimum accrued points (90% of 690)
- To earn the Grade of B: **552** minimum accrued points (80% of 690)

In addition to specific suggestions and/or criteria given in individual courses, the grading criteria and rubrics on the following pages will be used in the course.

POSTING OF GRADES

Grades will be posted using Canvas.

**Course Calendar – Week/Assignment/Dues Date/Points**

<b>Week #</b>	<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>	<b>Notes</b>
Week 1	Online Dialogue 1	1/20	40	
Week 2	Professional Development Continuum	1/27	40	
Week 3	Mentor Consultation 1	2/3	40	
Week 4	Growth Into Equity	2/10	30	
Week 5	Online Dialogue 2	2/17	40	
Week 6	Professional Development Plan	2/24	60	
Week 7	Mentor Consultation 2	3/3	40	
Week 8	Principal Interview & Reflection	3/10	40	
Week 9	Online Dialogue 3	3/17	40	
Week 10	Talent Management	3/24	60	
Week 11	Cultural System Analysis	3/31	40	
Week 12	Mentor Consultation 3	4/7	40	
Week 13	Fit2Lead	4/14	40	
Week 14	Professional Portfolio	4/21	40	
Week 15	School Portfolio	4/28	40	
Week 16	Key Assessment	5/5	60	

## COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5      4	3      2	1      0
<b>Dimension 1: Engagement</b>	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
<b>Dimension 2: Summary</b>	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
<b>Dimension 3: Connections/ Critique</b>	Unique and insightful connections and critique linking major themes/c 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
<b>Dimension 4: Mechanics/ Communication Skills</b>	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

## WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5      4	3      2	1      0
<b>Dimension 1: Engagement</b>	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
<b>Dimension 2: Summary</b>	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
<b>Dimension 3: Connections/ Critique</b>	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
<b>Dimension 4: Mechanics/ APA Format</b>	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

### CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5      4	3      2	1      0
<b>Dimension 1: Engagement</b>	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion	Introduction, body, and conclusion provide logical flow of ideas that engages audience	Product lacks structure and coherence to engage reader in a meaningful flow of ideas
<b>Dimension 2: Summary</b>	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
<b>Dimension 3: Connections/ Critique</b>	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
<b>Dimension 4: Mechanics/ Communication Skills</b>	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors	Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation	Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.

### CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
<b>CONCEPTUALIZATION</b>	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.
<b>COHERENCE</b>	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.
<b>PERSONAL/ PROFESSIONAL GROWTH</b>	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.
<b>PRESENTATION</b>	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
<b>CONCEPTUAL-IZATION</b>	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.
<b>COHERENCE</b>	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.
<b>PERSONAL/PROFESSIONAL GROWTH</b>	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 & 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.
<b>PRESENTATION</b>	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

**CAVEAT:** The awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is completed satisfactorily. In no case should materials be those submitted for another course; neither should the materials submitted be a collection of file materials. Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance, and may be required to re-take the internship.

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the link on the TAMUCT Canvas logon page. This is a **CRITICAL** step as these settings are important for when you take an exam or submit an assignment. Your ability to function within the Canvas system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues in advance of deadlines.*

## **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

## **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

*Please let the support technician know you are an A&M-Central Texas student.*

## ***UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES***

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic 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 University-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](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**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 with online hours available Monday-Thursday from 6:00-9:00pm. 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) or by making an appointment via [WCOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. 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](mailto: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 85,000 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 A&M-Central Texas 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 24 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 A&M-Central Texas 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 [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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### ***A NOTE about POLICY STATEMENT Concerning Sexual Violence at TAMUCT:***

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].