EDLD 5388 Independent Study Course For:

LEADERSHIP OF DIVERSE LEARNING COMMUNITIES (EDLD 5355)

Fall 2020 SEMESTER

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MODE OF INSTRUCTIONAL DELIVERY

This course will use an Independent Study delivery model in an online format through the TAMUCT Canvas Online Learning System. You will use your university username and password to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

Student-Instructor interaction will be online and/or virtual. Appointments can be scheduled as needed. All course activities will be completed through the Canvas online learning system. The instructor is available by university email (austin.vasek@tamuct.edu) should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT email. A COURSE SELECTED BIBLIOGRAPHY IS INCLUDED ON THE CANVAS COURSE SITE.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through their myCT email accounts.
Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

COURSE DESCRIPTION
Study diverse prek-12 school communities with an emphasis on ethical issues dealing with leadership, governance, and policy development. Develop processes for identifying and ameliorating issues associated with demographic and cultural differences. Learn to facilitate internal and external community engagement to achieve equity and excellence within the school system. Prerequisite(s): Admission to program and approval of program coordinator.

The *purpose* of this course is to provide aspiring principals with the opportunity to study leadership of a diverse community of stakeholders, emphasizing the development of a collaborative and open environment that invites engagement. Inherent in the study of such a school community is the use of effective communication and collaboration, including the skill to read connections and networks, hold meaningful conversations with all involved, develop deep and fulfilling professional relationships, and build inclusive and powerful community and parent engagement processes. Embedded throughout is a different kind of leadership that demands creativity and innovation to solve significant social issues that affect student learning - the leadership of the social entrepreneur.

***COURSE LEARNING OBJECTIVES* & STUDENT LEARNING OUTCOMES (PRINCIPAL STANDARDS ALIGNMENT)**
Students will be able to:

1. *Build knowledge and skill to utilize effective communication strategies to reach and engage the school community.*
   1.1 Interpret the social networks of internal and external communities to design a path forward for communication and collaboration in diverse learning organizations. (D1, D7, F9)
   1.2 Engage in focused and appropriate professional conversations with members of diverse school communities to increase effectiveness of communication and collaboration.
   (D2, D3, F6, F9, F10)
2. *Build knowledge and skill to develop mindful and productive relationships among school community members.*
   2.1 Diagnose and leverage relational systems issues to more effectively facilitate interaction among diverse school community members to support capacity building.
   (D1, D7, D8, F2, F10)
3 *Build knowledge and skill to develop and sustain processes to fully engage all school community members in continuous improvement efforts.*
   3.1 Generate culture, leadership, and practice strategies to solve social and economic equity issues and approach excellence in diverse learning communities. (D6, D7, F4, F6, F8)

   3.2 Utilize processes of community engagement and social entrepreneurship to involve internal and external members, particularly parents, in the work of diverse learning communities. (D2, D4, D5, F2, F4, F6, F10)

STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the state's knowledge and skills base developed in program curricula and coursework. These six standards (19TAC §241.15 adopted 9.1.16) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The six standards are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity. A copy of the standards is included on the course Canvas site. **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 2, 4, 5, 6, 8, 9, 10)

Principal TExES 268/368 domains/competencies
The following Principal TExES (268/368) domains and competencies found in the certification test framework are emphasized in this course:

DOMAIN I SCHOOL CULTURE
- Competency 002 Stakeholders as Partners (skill statement D)

DOMAIN III HUMAN CAPITAL
- Competency 005 Staff Evaluation and Supervision (skill statement E)

DOMAIN IV EXECUTIVE LEADERSHIP
- Competency 007 Relationships/Communication with Stakeholders (skill statements A-D)
- Competency 008 Organizational Collaboration & Change Management (skill statements A-D)

DOMAIN VI ETHICS, EQUITY, & DIVERSITY
- Competency 011 Ethical Leadership (skill statements B, C, D, E, H)

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating and sustaining engagement of diverse communities, conducting conversations that can transform relationships and provide high-yield results, and examining relational systems in order to maximize productivity. The following are required textbooks and web articles (**new to this course). Specific reading assignments are detailed on Canvas course site**. AN ADDITIONAL SELECTED COURSE BIBLIOGRAPHY IS INCLUDED ON CANVAS COURSE SITE**.

Linton, C. (2011). *Equity 101: The Equity Framework.* Thousand Oaks, CA: Corwin. (9781412995177)

Villegas, Ana María, and Tamara Lucas. *Educating Culturally Responsive Teachers: A Coherent Approach*. State University of New York Press. 2002. (0791452409)

COURSE REQUIREMENTS

COURSE ASSIGNMENTS & ASSESSMENTS

Online Dialogue - Equity 101: The Equity Framework (SLO# 3.1)   (10pts x 7 = 70pts)
Students will engage in seven online dialogues concerning the ideas, information, and processes focused on equity and excellence that are found in the seven chapters of the course text, *Equity 101: The Equity Framework.* Each student will complete an equity framework for his/her current professional setting (see Key Assessment Equity Lens Development & Implementation Plan instructions below). Additional instructions for dialogues will be included on the Canvas course site. (collaborative participation rubric)

Key Assessment *Equity Lens Development and Implementation Plan* (SLO# 3.1)   (30 pts total)
Leadership of a diverse learning community is focused on meeting the needs of all learning community members in an equitable rather than just an equal way. The purpose of the Equity Lens Development and Implementation Plan assessment is to fill a need related to candidates' capability to collaboratively create a school equity lens of personal, institutional, and professional equity improvement strategies in the areas of culture, leadership, and practice, develop a two-year, prioritized implementation plan for Equity Lens strategies. Candidates will consider themselves to be the principals at the schools in which they are currently employed. Utilizing the text *Equity 101: The Equity Framework* (Linton, 2011), candidates with the assistance of their principal mentor will organize and facilitate a book study and equity lens development with a small group of influential school community leaders. With the input of this equity lens study team, the candidate will then develop a two-year implementation plan to utilize Lens strategies.

The written product for this assessment will include the following section content that has been generated by the candidate in collaboration with the equity lens study team: (1) an introduction to the equity lens tool and Linton's text as related to assurance of equitable organizational and learning decision making; composition of, timeline for, and charge to the equity lens study team; (3) description of desegregated demographic, perception, student performance, and school process data as well as the school's current shared foundational statements (collective vision, mission, and guiding principles) for use in Equity Lens development and prioritized action planning; (4) equity lens study team development of an equity framework and lens for the candidate's school community with identification of equity issues and provision of focused and measurable personal, institutional, and professional strategies in the areas of culture, leadership, and practice (embed the school community's Equity Lens in this section); (5) a two- year action plan utilizing a Plan-Do-Study-Act protocol to implement and measure impact of Equity Lens strategies in the areas of culture, leadership, and practice that will lead to higher levels of psychological and physical safety, increased student learning engagement with less discipline issues, and ultimately higher levels of student performance; and (6) a reflection with input from the equity lens study team concerning the use of the book study and development process in relation to the potential impact of the final equity lens and two-year implementation plan. APA style is expected, to include a title page and a references page, well-developed paragraphs, plus parenthetical citations and headings. Target length: 6+ pages including the cover, equity lens, and references pages. (systemic decision support rubric)

Key Assessment *Community Engagement Project* (SLO# 3.2)   (30 pts)

The purpose of the Community Engagement Project is to assess candidates' capability to utilize processes to fill the critical system need to maximize internal and external school community stakeholders' engagement in continuous improvement efforts focused on high levels of student learning. Candidates will consider themselves as principals of the schools where they are currently employed and view their efforts through the innovative and inclusive lens of a social entrepreneur. Anchored by pertinent school and student demographic, perception, and performance data as well as the school's current mission, vision, guiding principles, and overarching goals, candidates will work closely with their principal mentors and a group of key advisors to develop a sustainable process for ongoing and relevant community engagement. Candidates will present the process to a stakeholder group and facilitate a professional conversation about the use of the process. The key assessment contains the following two sections:

Section I - The final written product will include the following key process component descriptions and details that have been generated with input from the principal mentor and other key advisors: (1) use of a set of diagnostic questions, a SWOT analysis, and the school's Equity Lens to initially identify and frame issues and opportunities related to best practice communication and engagement; (2) use of a Stakeholder Analysis Grid to inform the identification and influence of internal and external stakeholders in the school community; (3) use of current and proposed techniques (i.e. perception, conflict management, and relationship and consensus-building protocols) to better understand the needs and strengths of all stakeholders; (4) use of current and proposed strategies to increase communication and stakeholder involvement related to specific needs; (5) steps to monitor, improve, and sustain the process for meaningful engagement of all stakeholders; and (6) reflections about the use of the community engagement process by the candidate and Professional Conversation participants (see participant involvement below). Candidates should be sure to include positive and negative operational systems archetypes that may emerge in planning and implementation of the community engagement process.

Section II - Using engaging visual tools, candidates will present their final written product in a Professional Conversation with a group of school community stakeholder leaders and then engage the group in a conversation about the process in relation to future possibilities. Each leader who views the presentation and engages in the Professional Conversation will provide reflective feedback that will be reported by the candidate in the final reflective component of the written product. APA style is expected, to include a title page and a references page, well-developed paragraphs, plus parenthetical citations and headings. You do **not** need an abstract. Target length: 10+ pages including the cover, paper text, Swot analysis, stakeholder grid, equity lens, and references pages. (systemic decision support rubric)

Professional e-Portfolio Collection – Collaboration Additions (All SLOs)   (10 pts)
 Expand your professional portfolio that you started in EDLD 5300 Foundations of Educational Leadership by developing the section for the concept **Collaboration** (see your 5300 syllabus if you need a reminder about the portfolio). Include in your e-portfolio collection **Collaboration** section a one-page reflective anchoring essay about **Collaboration** (related to principal standard D/executive leadership) just as you did for Integrity in EDLD 5300. APA style should be used as appropriate. Locate and include in your e-portfolio collection two artifacts and completed reflection forms showing evidence of your knowledge, skill, and values related to **Collaboration** and principal standard D/executive leadership. As evidence that you have completed the **Collaboration** section, attach the anchoring essay and artifact reflections to this assignment in Canvas.
(professional portfolio rubric)

School e-Portfolio Collection – Partnership Additions (All SLOs)   (10 pts)
Expand your School Portfolio (Bernhardt, 1999, Eye on Education) case study started in EDLD 5301 Research in Educational Leadership by developing the **Partnership** section. Add the **Partnership** continuum (rubric rated by highlighting), the accompanying **Partnership** story (customize school portfolio writing template for leadership), any items you find that are on the **Partnership** items list, and any additional items that you have included in the **Partnership** story. As evidence that you have completed the **Partnership** section, post the additions to the appropriate Canvas assignment. (school portfolio rubric)

Professional Reading Paper   (10 pts)
Candidates will read *Educating Culturally Responsive Teachers: A Coherent Approach.* Candidates will write and submit a 4 page review/summary/application.

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 three pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning.

To earn the grade of A, students must earn a total of 90% or a minimum of 144 of 160 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 128 of 160 points must be earned. Maximum points for each assignment are in ( ).
- On-line dialogues - *The Equity Framework* (7x10=70 pts)
- Key Assessment - *Equity Lens Development & Implementation Plan* (30 pts)
- Key Assessment - Community Engagement Project (30 pts)
- Professional e-Portfolio Collection Collaboration Additions (10 pts)
- School e-Portfolio Collection Partnership Additions (10 pts)
- Professional Reading Paper (10 pts)

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the Canvas course site.

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	4-5	2-3	0--1
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	4-5	2-3	0--1
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 & 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

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	4-5	2-3	0--1
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 audience	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/ Communication Skills	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.

SYSTEMIC DECISION SUPPORT ASSESSMENT RUBRIC

	LEVEL ONE=2 pts	LEVEL TWO=4 pts	LEVEL THREE=6 pts	LEVEL FOUR=8 pts
DIMENSION I **Identification & Description of Issue or Need Creating Dissonance in the System**	Minimal and general account of issue and little description of effective practice in the broader system; lacks clarity of issue or opportunity needed to move forward to diagnosis for planning; role of stakeholders not clear.	Account of issue and description of effective practice lack detail and structure, creating a less than meaningful flow of thought and a weak foundation for moving forward to diagnosis for planning; recognizes stakeholder role.	Account of the issue in relation to a description of effective practice in the broader system provides a logical flow of thought while missing depth in coherence detail of description and; establishes stakeholder role and impact.	Provides a coherent and detailed account of the issue creating dissonance in relation to a description of effective practice in the broader system; clearly establishes stakeholder role and impact.
DIMENSION II **Analysis of Issue or Need and Possible Leverage Points in the System**	Demonstrates minimal use of multiple measures of data or a depth of understanding in the analysis of current reality related to the issue in the system; written diagnosis does not provide a clear path forward in develop- ment of an action plan.	Some demonstration of use of multiple measures of data in the analysis of current reality related to the issue in the system; written diagnosis lacks clarity and depth related to the issue and stakeholder roles that is needed to move forward in the action planning process.	Generally demonstrates an organized and logical examination of multiple measures of data in the analysis of current reality related to the issue in the system; organized written diagnosis that includes stakeholder roles and provides clarity for planning.	Consistently demonstrates an organized, logical, in- depth examination of multiple measures of data in the analysis of current reality related to the issue in the system; organized and succinct written diag- nosis for planning includ- ing stakeholder roles.
DIMENSION III **Action Plan Development to Resolve Issue Dissonance in the System**	Minimal use of the action planning process; several planning process components lack depth: research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, supporting re-- sources, stakeholder roles.	Less than competent use of the action planning process; two or more planning process components lack depth: research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, supporting resources, stakeholder roles.	Knowledgeable and clearly proficient use of the action planning process to include a research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, aligned supporting resources, and identified stakeholder roles.	Unique and discerning use of the action planning process to include a research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, aligned supporting resources, and identified stakeholder roles.
DIMENSION IV **Action Plan Implementation and Evaluation for Issue or Need in the System**	Provides a process with little substance or substantiation to monitor, adjust, and evaluate the action plan during and after implementation; minimal data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides a general and understandable process to monitor, adjust, and evaluate the action plan during and after implementation; some data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides an organized and data-informed process to monitor, adjust, and evaluate the action plan during and after implementation; data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides a clear, meaning- ful, and data-informed process to monitor, adjust, and evaluate the action plan during and after implementation; focused data collection and analysis, opportunities for professional learning, and stakeholder collaboration are emphasized.
DIMENSION V **Reflection of Decision Support Process for Issue Resolution and Improvement in the System**	Reveals little indication of reflective or critical thought related to use of continuous improvement process steps for decision support: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; not communicated clearly with use of appropriate format.	Reveals minimal and shallow reflection and critical thought related to use of continuous improvement process steps for decision support: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; not communicated clearly with use of appropriate format.	Provides thoughtful reflection including critical thought and assessment of continuous improvement decision support process steps & outcomes: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; communicated clearly with use of appropriate format.	Provides insightful, distinctive, and supported reflection of continuous improvement decision support process steps & outcomes: issue identifica- tion, grounded diagnosis, action planning, implemen- tation and evaluation, and stakeholder involvement; communicated effectively with use of appropriate format.

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO DEVELOPMENT

Area	Exceptional 4-5	Acceptable 2-3	Unacceptable 0-1
Conceptual-ization	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards, 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 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 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 through. 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 not mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connectedness 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.

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

Area	Exceptional 4-5	Acceptable 2-3	Unacceptable 0-1
CONCEPTUAL-IZATION	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 ap-parent in the student's work; addresses process of portfolio development & ra-tionale 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.
PRESENTA-TION	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 expec-tations 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

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

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 access Canvas will affect your performance in this course. You should also have access to
headphones and a microphone to be able to participate in any group activities that are held in Webex
Teams through the Canvas learning system.

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
      Phone: (254) 519-5466
      Web Chat: [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]. 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. For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student- conduct-panel]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion at WH212 or (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion web page: [https://tamuct.instructure.com/courses/717].

Important Information for Pregnant and/or Parenting Students.

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 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, 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. 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-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00 pm. This semester, the UWC is also offering online only hours from 12-3 pm on Saturdays. 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 at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have questions about the UWC and/or need any assistance with scheduling.

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!

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].

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law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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].