



### A Course for Graduate Students in MED/MS/MA Degree Programs

As required by State of Texas HB 2504, this sample syllabus is provided prior to the beginning date of the courses to provide prospective registrants an overview of the course details. This document contains course content and requirements for a recent prior offering of the course but does not obligate the instructor to the content and requirements of future offerings. The official syllabus will be posted on the first day of class. Although the official syllabus will most likely include the main components of this sample, you will be able to view the official syllabus when you enter the class in eCollege for the first time. It is important to check into the class on the first official day to review requirements because assignments are normally due on the first day and during the first week.

**IMPORTANT NOTICE:** This online section of EDCI 535 begins on the first official day of class and ends on the last official day as stated in the Class Schedule. All assignments have specific due dates, late work is penalize, and all course work must be completed by the dates specified in the Schedule of Assignments. This is not a correspondence or self-paced course, there are no face-to-face classes, and all work is done through eCollege. If these expectations do not fit your learning style or you do not have a high speed reliable internet service, please consider taking a different course to meet your degree objectives.

#### INSTRUCTOR:

Dr. Elton Stetson  
Professor, Department of Curriculum & Instruction  
Home Ph: 817-478-1817 (emergencies only)  
Advising Hours: Anytime 24/7 via Virtual office or email.  
University Email Address: [Elton.Stetson@TAMUC.edu](mailto:Elton.Stetson@TAMUC.edu)

#### Course Description

##### **EDCU 535: Leadership & Supervision in Schools**

This course is a study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teacher leaders encounter in the elementary school.

## Required Textbooks

### Required Textbook

Maxwell, John C. (2005/2006). *The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization*. Nashville: Thomas Nelson, Inc. ISBN: 10: 0-7852-6092-7 (hardback) Available at the University bookstore or Amazon.com. Paperback edition is ISBN: 1400203597

This book is available via the University bookstore or Amazon.com. **Please have the book available the first week of class because you will have reading assignments in both books in Week #1**

## Communications

### Questions about the course, assignments, syllabus, etc.

Contact me via **Virtual Office** any time 24/7. When you have a question about the course or particular assignments, use **Virtual Office**. It is a great way to ask questions that others might need to ask as well and I don't have to answer the questions multiple times. I check Virtual Office daily.

### Office Hours

**Virtual Office:** You can visit Virtual Office anytime 24/7. Post your questions or concerns and I will respond to you as soon as I see it – typically within 24 hours.

**Email:** When you have issues or concerns that are of a more personal nature and those you would not want to post to Virtual Office for everyone to see, send me an email. Click on the “Email” tab at the top of the home page for our course, then click on my name in the list of students to move it to the address line, enter your message in the comment box, and submit it to me. IF that does not work, address an email to me at: [Elton.Stetson@TAMUC.edu](mailto:Elton.Stetson@TAMUC.edu).

### Submitting assignments:

All assignments are submitted through the eCollege Dropbox. Pay close attention to due dates because all assignments have due dates and penalties for late work are severe. The only official list of assignments and due dates are found in the “Schedule of Assignments” which is a link under Course Home.

It is the responsibility of the student to make sure any documents submitted through the Dropbox are attached appropriately. Any time you attach a document, you should double-check to be sure it was indeed attached. Once you attach a document to an assignment folder in the Dropbox and click the

SUBMIT button, that folder moves to your Outbox and the document is sent to my Inbox. You can then click on your Outbox and locate the folder you just submitted. If your document has been attached, you will see the little icon that looks like a piece of paper or document. You can even click on that little icon and your document will open. If there is no icon attached to that folder in the Outbox, that means your document was not attached.

### Announcements:

Announcements are posted often in the course. When you go to the course, unread announcements will be the first item you will see and should read.

### Email Correspondence

**From me to you:** Any email from me will be sent to your University email address. It is important to go to Leo Mail at least weekly.

**From you to me or anyone else in the class:** Most of your communication should be through Virtual Office. However, if your issue is more personal or of a confidential nature, click on the "email" tab in eCollege, click on my name to place it in the address box, and send your message. You can also email any or all students in the class if you like. If all else fails, send it to me via your personal email provided at [Elton.Stetson@TAMUC.edu](mailto:Elton.Stetson@TAMUC.edu). Please end your message with your first and last name.

**NOTE:** It is very important to go online 2-3 times each week to: (1) check new announcements, (2) check your Leo-Mail, (3) review assignments, (4) check the **Schedule of Assignments**, and (5) communicate as needed with your instructor and class members.

### Emergencies

Call me at Home: 817-478-1817

## Student Learning Outcomes

### By the completion of the course, you will be able to:

1. Use outside reading of professional literature from business and industry to broaden your perspective and increase your skill in leading others to improve;
2. Articulate an awareness and understanding of problems facing school leaders through assigned readings and class discussions;
3. Demonstrate professional improvement in the art of reflection as a tool to increase your effectiveness as a teacher leader;
4. Contribute significantly to your campus and/or school community by initiating leadership in initiatives that will benefit teachers, classrooms, parents,

administrators, and/or the community, providing meaningful applications of course content; and

5. Document, through self-evaluation, how the academic and professional experiences during the course have impacted teaching effectiveness and student achievement.

### Course Requirements and Assessment Methods

1. **Introduce Yourself Slide Show (7% of Final Grade).** During the first week of class you will produce a short slide show, with pictures, to share interesting things about yourself with your classmates.
2. **Read the textbook (Grade reflected in grade for small group discussion).** The main text for the course is “The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization (John Maxwell). You will read one or two sections (Maxwell calls them sections rather than chapters) in each unit.
3. **Building Leadership Workbook Activities (Grade for these activities are reflected in your grade for small group discussion).** Following your reading you will respond and reflect in worksheets designed by the professor. The intent is to not only challenge but extend your thinking beyond your reading. It is typical in this course for you to read a section or two in the main text and then work on these leadership building activities.
4. **Small Group Threaded Discussion (About 36% of the total course grade).** Small group discussion is a way to demonstrate what you have learned in your reading and workbook activities. For that reason you don’t earn a grade for your reading or your workbook activities. Rather, your grade for reading and the workbook is determined by the quantity and quality of your participation in the Threaded Discussion. Threaded Discussion is an asynchronous venue in eCollege whereby you communicate with members of your group but not at the same time. During a period of time (perhaps a week), you and each of your group members enter your response to a topic or question based on your reading and workbook activities. During a second period of time (perhaps a week), you come back to Threaded Discussion, read what your group members have posted and respond to them in a meaningful way. During this same period, you also respond to those members who have reacted to your initial posting so that the dialog continues.

#### **Learning outcomes associated with course requirement 1-3.**

- #1. Use outside reading of professional literature from business and industry to broaden your perspective and increase your skill in leading others to improve.
- #2. Demonstrate an awareness and understanding of problems facing school leaders through assigned readings and class discussions.
- #3. Demonstrate professional improvement in the art of reflection as a tool to increase your effectiveness as a teacher leader.

#### **Outcome Assessment for this requirement**

Your participation in threaded discussion is evaluated based on the following rubric:  
Initial Entry: The quantity and quality of your initial entry can earn up to 5 points. A grade of 5 requires a minimum of 20 lines (default font size) of high quality response.

Responses to Group Members: The quantity & quality of your responses to your team members can earn up to 5 points. A grade of 5 requires a response to all of your team members and at least 20 lines total (default font size) of high quality response.

Final Grade: Your recorded grade is the sum of your grade for your initial entry and your grade for your responses to your group members or a maximum of 10 Points.

- 5. Lessons on Leadership (About 50% of the total course credit).** In each unit you will complete at least one lesson on leadership. These are lessons I created to provide you with learning experiences not covered in the reading assignments or in other courses you might have taken in your graduate studies. They are important concepts that teacher-leaders like you should not only know and utilize, but influence others to use in their practice as well. One example is a lesson on aptitude (often called IQ) where I talk about what it is, how it is assessed, where our students score on aptitudes tests, and how we deal with the wide range of aptitudes when using the one-size-fits-all curriculum we have today. Another lesson is on SMART Goals, a fascinating strategy created by John Maxwell and used extensively by business and industry for employees to establish goals of productivity and efficiency. Only recently have professional educators caught on the high value that SMART Goals can have to help teachers solve sticky behavior and achievement programs. Each lesson is followed by a short assignment in which you respond and reflect on the meaning of the lesson to your own thinking and beliefs.

#### **Learning outcomes associated with this requirement**

- #2. Demonstrate an awareness and understanding of problems facing school leaders through assigned readings and class discussions.
- #3. Demonstrate professional improvement in the art of reflection as a tool to increase your effectiveness as a teacher leader.

#### **Outcome Assessment for this requirement**

Each lesson is followed by a written assignment that is submitted to the Dropbox. Assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) and then multiplied by a weighed value of X2. Therefore, the highest possible grade on each assignment is 10.

- 6. Self-Evaluation (7% of Final Grade).** You will evaluate your performance in this course relative to the course objectives and requirements. Your self-evaluation should give narrative evidence of your leadership growth and development during this course, in addition to evaluating the quality of your course contributions relative to the course activities and expectations. This is a reflective piece of work where you will explore your own development during the course.

### **Learning outcomes associated with this requirement**

- #3. Demonstrate professional improvement in the art of reflection as a tool to increase your effectiveness as a teacher leader
- #5. Document, through self-evaluation, how the academic and professional experiences during the course have impacted teaching effectiveness and student achievement.

### **Outcome Assessment for this requirement**

You will submit a self-evaluation document to the Dropbox at the end of the semester and it will be evaluated based on subjective criteria (rubric) that I will establish and use to assign a final grade of from 5 (highest) to 0 (lowest) and then multiplied by a weight factor of X2. The maximum grade recorded is 10 and the lowest possible recorded grade is 0.

## Grading

All assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) based on the following criteria:

- 5 - Exceptional – Exceeds Minimum Expectations in All Areas Addressed:** Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.
- 4 - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas.** In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.
- 3 -Average. Adequate In some Areas and Inadequate in Others.** Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.
- 2 – Below Average. Inadequate in Several Areas.** Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and

formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

**1 -Unacceptable. Inadequate in Many Areas.** Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

**0 - Not Turned In, turned in too late or, for some justifiable reason, not accepted by instructor.**

### **Late Work (Please read carefully)**

It is critical that all assignments are turned in on time. Grades on late assignments are penalized severely and assignments more than 24 hours late are not accepted or evaluated. Please read the details below so there is no question about late work.

All work is due by midnight on the date stated in the **Schedule of Assignments**. The clock inside eCollege is the official clock for documenting when assignments are turned in. The penalties for late work are severe so please read the policy carefully as outlined below:

1. Most assignments have midnight deadlines. The official list of deadlines is in the Schedule of Assignments.
2. A 15 minute grace period is allowed on all assignments, i.e., assignments posted between 12:01 AM and 12:15 AM on the date due are not penalized.
3. An assignment posted after the 15 minute grace period but within 24 hours will be docked 40% of the grade that would have been earned had it been submitted on time. For example, a grade of 5 will be changed to 3; a grade of 4 will be changed to 2.4; a grade of 10 will be changed to 6; etc.
4. An assignment submitted to the Drop Box more than 24 hours after the midnight deadline will not be accepted, will not be evaluated, and a grade of zero will be recorded.

Work cannot be made up and extra work is not allowed to compensate for missing or late work.

### **Policy on Resubmitting Work**

The only conditions allowed for resubmitting work include: (1) a request by the professor for reasons stated in the original assignment or (2) a grade of "2" or lower, based on the grading scale of 0 to 5, on the original submission. The highest possible grade on assignments resubmitted under the second aforementioned condition will be no higher than "3." Resubmitting assignments to improve grades is not allowed except under the conditions stated here.

### Final Grade in the Course

Your final grade in this course is based on your performance on all of the requirements and expectations for the class. Some assignments carry more weight than others. For example, a grade of “5” on an assignment may have a weight factor of X2. In that case, the assigned grade of 5 will be recorded as “10” in the grade book. Tentative assignments, along with weights and final point values, include the following:

Course Activity	# of Assignments	Weight of Assigned	Total Pts.	Percent of Total
Introduce Yourself Slide Show	1	X2	10	7 %
Textbook reading, workbook exercises, and Threaded Discussion	5	X2	50	36 %
Lessons on Leadership 1-2 in each unit	7	X2	70	50 %
Self Evaluation	1	X2	10	7 %
Total Points	N/A	N/A	140 Pts	100%

### Grade Distribution

The final percentage score in the course is translated to a letter grade as follows:

Percentage Score	Final Grade
91% - 100%	A
81% - 90%	B
71% - 80%	C
61% - 70%	D
0% - 60%	F

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

**Appeal of the Final Grade** (13.99.99.R0.05 Student’s Appeal of Instructor’s Evaluation, Effective September 1, 1996. Revised May 30, 2011)

The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor’s judgment was unfair based on: some basis other than performance; standards different from those applied to other students in the same course section; or a substantial,

unreasonable, and unannounced departure from previously articulated standards or the syllabus.

1. Students who believe their grade to be unfair must first discuss the matter with the instructor.
2. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
3. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

### Technology Requirements

The following information has been provided to assist you in preparing to use technology in your online course. *The following technology is required to be successful in this course:*

1. Internet connection – high speed recommended (not dial-up)
2. Word Processor (Microsoft Office Word – 2003 or 2007)
3. Access to University Library site
4. Access to an Texas A&M-Commerce MyLeo Email

**The following hardware and software are necessary to use eCollege:**

1. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

2. Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
3. It is *strongly recommended* that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘My Courses’ tab, and then select the “Browser Test” link under Support Services.

### Access, Navigation, and Log-in Information

This course will be utilizing eCollege to enhance the learning experience; eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamocommerce.edu](mailto:helpdesk@tamocommerce.edu).

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

**Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions etc.).

### Communication and Support

Email *through the eCollege system* is the best way to reach me as I check it daily. To the extent possible a reply will be sent within 24 hours during the week. Emails received during the weekend are not usually answered until Monday.

### Course and University Procedures/Policies

**Course Specific Procedures:**

This course demands a **high level of scholarly behavior and academic honesty** on the part of students. Examples of academic dishonesty include, but are not limited to: a) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; b) turning in another person's work, in part or in whole, as your own; c) copying from professional works without citing them; and d) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, and/or brought before a higher level of governance for possible dismissal from the university.

### **University Specific Procedures:**

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

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

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

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

## **COURSE OUTLINE**

The specific requirements and expectations in this course are outlined in detail in the **Course Syllabus** and are subject to change at all times. A preliminary syllabus is posted in the Schedule of Classes to give students a tentative look at the course. However, the only official syllabus is posted in eCollege on the first day of class.

The **Schedule of Assignments** is the official document in which all assignments identified in the syllabus are assigned specific due dates. The Schedule of Assignments is posted in eCollege on the first day of class and is updated on the first day of each Unit of Study.