



IMPORTANT NOTICE: This section of EDCI 535 is 100% online. It 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.

Only for Those Graduating this Semester

Master's Comp. Exams. Register by January 21st. If your major is ECE, ELED, C&I, RDG or SED, click on the two links below.

[Comprehensive Exam Info](#)

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Graduation. Apply by January 25th. Click on the link below for information

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Instructor

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Course Catalog 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 Textbook

The following text is required:

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

The book is available at Amazon.com or the University bookstore at:
<http://www.amcbookstore.com/CourseMaterials.aspx>

Please have the book available the first week of class because you will have reading assignments right away. If your master's degree is in Curriculum and Instruction, you should not rent your textbook because you may be responsible for the content of this course on your master's comprehensive examination.

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 and take quizzes over the content (17%).** 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 in each unit of

study and then take a quiz over the content. You can complete the assigned reading any time but all quizzes are scheduled during the final few days of each unit.

3. Small Group Threaded Discussion (About 35% of the total course grade).

Small group discussion is a way to demonstrate what you have learned from your reading and other assignments. 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 other assignments. 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.

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.

- ### **4. Lessons on Leadership (About 41% of the total course credit).**
- In each unit you will complete a lesson on leadership – sometimes two lessons. 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 to 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.

Grading Policies

Grading Rubric

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 Many 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 Most 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, not accepted by instructor.

Late Work (Please read carefully)

All assignments are turned in on time. After a 15 minute grace period, assignments are penalized 40%. After 24 hours late, assignments are penalized 100% and is not accepted or evaluated. There are no exceptions. Please read the details below so there is no question about late work.

Unless otherwise announced, all work is due by midnight on the date stated in the **Schedule of Assignments**. The eCollege clock is the only official clock for documenting when assignments are turned in. The policy is outlined below:

1. All assignments and deadlines are contained in the **Schedule of Assignments**. This is the only official source for assignment due dates and supersedes any other information.
2. Assignments submitted up to and including 15 minutes past the posted deadline are not penalized.
3. Assignments submitted between 16 minutes and 24 hours past the posted deadline carry a 40% penalty. For example, a grade of 5 is recorded as 3; a grade of 4 is recorded as 2.4; a grade of 10 is recorded as 6.
4. Assignments submitted more than 24 hours after the posted deadline are penalized 100%, are not accepted, are not evaluated, and a grade of zero is recorded.
5. Work cannot be made up and extra credit work is not allowed. Technical difficulties of the student's equipment or internet provider are not excused. When such difficulties occur, students are expected to locate an alternative source for submitting assignments, e.g., neighbor, work place, public library, etc. Technical difficulties caused by the University or eCollege can be excused provided the student obtains documentation from technical support. Students should always have a back-up in mind for unexpected glitches in technology.

Attaching Assignments to the Dropbox

You are responsible for attaching the correct assignment to the correct folder in the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. You can tell if it is attached in at least two ways: (1) touch the little document icon (symbol for an attachment) with your cursor and the name of your document will appear or (2) click on the little icon and actually open and view the document. Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.

Summary of Assignments, weight, and Points

Course Activity	Number of Assignments	Weight of Assigned	Total Pts.	Percent of Total
Introduce Yourself Slide Show	1	X2	10	7%
Quizzes over textbook reading	5	X2	50	17%
Threaded Discussion	5	X2	50	35%
Lessons on Leadership	6	X2	60	41%
Other as announced	?	?	?	?
Total Points	N/A	N/A	170 Pts	100%

Recording Grades in Grade Book

When assignments are graded and sent back to you, that grade is immediately posted in the grade book inside the eCollege course. To view your grades, go to the course, click on the grade book tab at the top of the page, and you will see your grade for each assignment that has been graded. You will see the following information:

1. Points earned on your assignment. Example: 4/5 Pts means you earned 4 Pts out of a possible 5 Pts.
2. Course Points to Date: Example: 92/115 Pts. Means you have earned 92 Pts thus far out of a possible 115.
3. Course Average to Date: This is the average calculated by dividing the total points earned to date by the total possible points possible to date. Example: $92/115 = 80\%$.

Determining Your 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. At the end of the term a percentage score is computed automatically by dividing (a) the total points you earned on all of your assignments by (b) the total points possible in the course. This percentage score is then converted to a letter grade based on the following scale:

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

Communications

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

Questions about course, syllabus, and assignments

You should post all of your questions about the syllabus, requirements, or assignments in **Virtual Office** any time 24/7. I will respond as soon as I see them – typically within 24 hours. Do not email me about these issues as I will return them and ask you to post them in Virtual Office. It is important that post in Virtual Office because (1) your concerns are probably concerns of other students in the class and (2) my response to your concern can be read by all other students. This saves me answering questions multiple times via email.

Submitting assignments

You are responsible for attaching the correct assignment to the correct folder in the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. You can tell if it is attached in at least two ways: (1) touch the little document icon (symbol for an attachment) with your cursor and the name of your document will appear or (2) click on the little icon and actually open and view the document. Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.

Announcements

Announcements are posted often in the course. When you go to the course, you should first read any announcements that have been posted since you were last in the class.

Email Correspondence

From me to you: Email from me is sent to your University MyLeo account. It is important to go to MyLeo mail regularly to check for messages.

From you to me: If you have a personal or confidential issue to discuss, 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. Since I have 100 or more students in my classes, please end your message with your first and last name so I know who you are.

Emergencies

Call me at Home: 817-478-1817

Technology Requirements

The following information has been provided to assist you in preparing to use technology in your online course.

1. **Internet connection** – high speed internet connection needed. Dial up connections are so slow that students tend to get timed out on a regular basis. This tends to be too frustrating for use in online courses.
2. **Microphone and Speaker Capabilities.** One feature of this class is called **LIVE** where you can enter a chat room and talk live with me or other students. I never require everyone to come to **LIVE** at the same time because some students live in different time zones or work during the day while others work at night. However, I may be available on occasion if you wish to come and chat about the course or other issues. This is strictly voluntary, never required, and I always post an announcement in advance.

If you only care about coming to LIVE to listen, all you need are your computer speakers. If you wish to also participate by talking Live, you will also need a microphone. Some of you have microphones built into your computers. If not, go to a local provider and purchase an inexpensive headset that has both earphones and a microphone so you can have hands free access to **LIVE**. I bought mine for \$15.00.

3. System Requirements

Windows Users	Mac OS User
Windows 7, XP or Vista 56K modem or higher Soundcard & Speakers Firefox, Chrome or Microsoft Internet Explorer	Mac OS X or higher (in classic mode) 56K modem or higher Soundcard & Speakers Apple Safari

4. Browser Requirements

Windows Users	Mac OS User
Mozilla Firefox Google Chrome Microsoft Internet Explorer	Apple Safari Google Chrome Mozilla Firefox

5. **Word processor.** Microsoft **WORD** is the preferred word processor. **Do not use Word Perfect or Microsoft WORKS.** If WORD is not possible, you can convert most documents to Rich Text Format (RTF) which is a universal word processor that is recognized by most operating systems. **I will only accept documents in WORD or Rich Text Format (RTF).**
6. **Power Point Capability.** There are a number of lessons that include Power Point slide presentations with audio voice-over. Therefore you need Power Point capabilities.
7. **Browser testing.** 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.

Login and Trouble Shooting

Logging Into the Course. This course is delivered through eCollege, the official Learning Management System used by A&M-Commerce. You should go to the class on the first possible date it is available. Follow these steps:

1. Go the main TAMU-Commerce website: <http://www.tamu-commerce.edu/home/>
2. Scroll to the gold band at the bottom of the Home page and click on “MyLeo.”
3. Enter your USER Name (Campus-wide ID No.) and PASSWORD (PIN). These are the same numbers you use to go to Webtrax to register.
4. At the top of the page, click on the “eCollege” link.
5. Click on “My Courses” tab located at the top-left of the page.
6. Locate the “My Course List” in the middle of the page. Click on the + sign next to the appropriate term, and then click on EDCI 535 to get to the home page of our class.

You should print the trouble shooting information below and keep available on your desk in case you are unable to access the course.

Trouble Shooting. Texas A&M University-Commerce provides 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 to initiate a support request with eCollege Technical Support Representative.

Help Button: 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.).

Course and University Policies & Procedures

Student Conduct

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

Academic Honesty

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.

Students with Disabilities:

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

Room 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Appeal of 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 is 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.

Tentative List of Assignments By Units

This list is strictly tentative and not official. The official list of assignments will be available the first day of class in a document titled the Schedule of Assignments

Unit	Weeks	Tentative Assignments
1	1 -3	Introduce yourself slide show presentation
		Maxwell section 1
		Quiz 1
		Threaded Discussion about your reading
		Lesson #1 on Leadership – Range of Ability
2	4 - 6	Maxwell section 2
		Quiz 2
		Threaded Discussion about your reading
		Lesson #2 on Leadership – Aptitude
3	7-10	Maxwell section 3
		Quiz 3
		Threaded Discussion on Section 3
		Lesson #3 on Leadership – Achievement
4	11 - 13	Maxwell section 4
		Quiz 4
		Threaded Discussion on Section 4
		Lesson #4 on Leadership – SMART Goals
		Lesson #5 on Leadership – MAPs
5	14 – 16	Maxwell section 5 & 6
		Quiz 5
		Threaded Discussion on Section 5 & 6
		Lesson #6 on Leadership – If It's Going to Be, It's Up to Me