



**EDAD 554**  
**Leading the Learning Community:**  
**Capstone**  
**COURSE SYLLABUS**

**Professor:** Melissa Arrambide, Ed.D.  
**Office Hours:** As Needed  
**Cell Phone:** 214-405-5619  
**Office Fax:** 903.886.5507  
**Email:** melissa.arambide@tamuc.edu

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:*

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.:

American Psychological Association.

Vornberg, J., Hickey, W. D., Borgemenke, A. (Eds.) (2013). *Texas public school organization and administration*. Duburque, IA: Kendall Hunt Publishing Company.

Walsh, J. & Kemerer, F., and Maniotis, L. (2010). *The educator's guide to Texas school law (7<sup>th</sup> ed.)* Austin, TX: The University of Texas Press.

Wilmore, E. L. (2013). *Passing the principal TExES exam: Keys to certification and school leadership (2<sup>nd</sup> Ed)*. Thousand Oaks, CA: Corwin.

Other suggested readings and available websites will be provided during the course.

*Textbook(s) Recommended:*

Gorton, R. & Alston, J. (2009). *School leadership and administration* (8th ed.). Boston, MA: McGraw-Hill Companies.

Senge, P. (1999). *The fifth discipline*. San Francisco, CA: Jossey-Bass.

Collins, J. & Porras, J. (1997). *Built to last: Successful habits of visionary companies*. New York, NY: HarperCollins Publishers.

Collins, Jim. (2001). *Good to great*. New York, NY: HarperCollins Publishers.

Collins, Jim. (2005). *Good to great and the social sectors* (A monograph to accompany *Good to Great*). Boulder, CO: Jim Collins.

Collins, Jim. (2009). *How the mighty fall: And why some companies never give in*. New York, NY: HarperCollins Publishers.

**Course Description:**

This is the *capstone course* that develops candidates for school leadership who have the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, collaborative, instructional, organizational, and political leadership. The focus of the course is facilitating the development, articulation, implementation, and stewardship of a school vision of learning that is shared by the

school community by exercising highly integrated, transformational, and transactional leadership roles for transforming schools into learning communities. Prerequisites: Departmental Approval Required. Co-requisite: EDAD 614. (*TAMU-Commerce 2012 – 2013, Graduate Catalog*;  
[http://catalog.tamuccommerce.edu/search\\_advanced.php?cur\\_cat\\_oid=16&search\\_database=Search&search\\_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=607](http://catalog.tamuccommerce.edu/search_advanced.php?cur_cat_oid=16&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=607)).

This course is a requirement for the principal certificate and master's degree programs.

### **Course Objectives:**

Through the activities of TAMU-C Principal Preparation Program and this course, students are prepared to be competent administrators in the following areas:

- Leadership and campus culture,
- Values and ethics of leadership,
- Instructional leadership and management,
- Human resources leadership and management,
- Communication and community relations,
- Organizational leadership and management, and
- Curriculum planning and management.

This course, in particular, is intended to assist students in gaining the professional knowledge and skills needed to:

- Model and promote the highest standards of conduct, ethical principles, and integrity in decision-making.
- Analyze a variety of educational administration positions and functions and the influence each has had on the organization and operation of the school and the district.
- Serve as skilled group leaders, facilitators, and members; as public speakers; and as writers.
- Understand the components of organizational culture, models for culture building and change, and the role of the leader in creating, transforming, and sustaining culture in an organization.
- Define the components of effective school-based decision-making and describe the policies of SBDM in Texas.
- Define the multiple dimensions and necessary skills of campus improvement that lead to increased student achievement.

In addition, students will be challenged and expected to:

- Think critically about roles and responsibilities of effective principals;
- Engage in reflective thinking about roles and responsibilities of effective principals;
- Integrate a variety of ideas regarding roles and responsibilities of effective principals, including the active exploration and assimilation of new ideas
- Be able to synthesize the coursework into a meaningful framework of understanding about roles and responsibilities of effective principals, including exploration, assimilation, and demonstration of new perspectives, and
- Encounter and develop solutions to a real-world, realistic problem situation.

### **Student Learning Outcomes:**

*Student learning outcomes are what students are able to do as a result of the activities, readings, instruction, etc., that have occurred in the course—these are my expectations of you in terms of academic production and are a concrete representation of the objective stated above.*

#### **Learning Outcome #1:**

The learner will be an active and engaged participant in the class proceedings. Students will demonstrate their participation by engaging in discussions, asking and answering questions, engaging in class activities and group projects, and staying on task.

#### **Learning Outcome #2:**

The learner will think critically; engage in reflective thinking; actively integrate a variety of ideas, including the active exploration and assimilation of new ideas; and synthesize the coursework into a meaningful framework of understanding, including exploration, assimilation, and demonstration of new perspectives. Students will demonstrate these behaviors by analyzing a case, and by means of a presentation, engaging the class in a meaningful discussion of the issues and potential solutions.

#### **Learning Outcome #3:**

The learner will think critically; engage in reflective thinking; actively integrate a variety of ideas, including the active exploration and assimilation of new ideas; synthesize the coursework into a meaningful framework of understanding, including exploration, assimilation, and demonstration of new perspectives; and develop solutions to a real-world, realistic problem. Students will demonstrate these behaviors by working in a collaborative group to create, organize, and produce a campus case study portfolio that illustrates the learning in the course as well as learning from the Principal Preparation Program.

#### **Learning Outcome #4:**

The learner participates in academic-based, qualitative research. Students will demonstrate this behavior by engaging a lead principal in an interview, transcribing the interview, and submitting the interview transcription and findings to the professor and classmates.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

#### **Instructional Overview:**

The professor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class. This is a web-enhanced course and some elements of learning will be provided at TAMU eCollege. As a graduate level course, the professor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbook and other assigned readings, projects and class interaction. This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of activities, discussions, readings, research, etc. Evaluation will be based upon successful completion of each of the performance expectations. Each expectation has been assigned points toward the total upon which the final course grade will be assigned.

#### **Design of the Class:**

This class is designed on constructivist principles. This means that the professor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the professor expects quality work from each student supported by adequate preparation and involvement.

#### **Class Participation:**

This course utilizes an interactive constructivist approach. In order to maximize the learning experience all students will participate fully in every activity and assignment. The web-based course will consist of several learning activities including, but not limited to, small & large group discussion, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for the class to be interesting and beneficial, each student is expected to have

recorded weekly minutes in the eCollege portal. The eCollege reports these minutes to the professor. In certain circumstances if a student is (inactive) for “0” recorded minutes, they can be dropped from the course.

Students must be prepared to lead and enter into discussions, to ask relevant questions, and to share the results of their studies, experiences, and reflections. This means that each student should be:

- (1) conscious of the class schedule and the requirements for each week (knowing what to be prepared for),
- (2) self-disciplined (spending time to be fully prepared; time management;), and,
- (3) eager to share with your classmates (participating actively by sharing what you have prepared).

### **Class Environment and Professionalism:**

Education is both a professional endeavor and a people business. If we call ourselves professionals, then we must act accordingly. Please remember this as you prepare for and participate in class. Always practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other’s learning. If and/or when you make presentations in EDAD 554, please plan ahead to have it in by the due date. *Unless I have given prior written permission, late work will not be accepted.*

### **Course Methods and Assignments:**

#### ***Discussion Boards, Weekly Assignments, and Participation:***

Each class will be made up of several learning activities that will include discussion boards as higher-order reflective activities. Each student is expected to participate in discussions, to ask relevant questions, and to share the results of their study and reflection utilizing higher-order thinking skills. This means that each student should be conscious of the class schedule and prepared to share with classmates in conversation and activities.

Each student is expected to participate through E-College, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. Students will participate in online

discussions **at least once** each week by responding to prompts *and* responding to the answers of others. Students will contribute to course and personal goals through sharing meaningfully and implementing higher order thinking skills.

Students will read, analyze, and respond to the issues of the week, questions, and comments from others. Topics are related to the readings, external resources, and activities. Students are required to actively participate in classroom discussions online. You must do more than complete assignments; you must demonstrate regular reading and reflection of others' responses. The professor will be looking for evidence that students are active participants in the learning experience. This can be done by relating real world experiences or summaries, building on others' comments with alternative solutions, pointing out problems, or adding other dimensions to the discussion. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one sentence). Contributions will be graded for quality, depth, and timeliness of your contributions. No late work will be accepted for discussion boards.

***Principal Interview:***

Each student will individually interview a lead principal and share the results of the interview with the class.

*The purpose of this assignment is:*

- to gain insight from practicing principals on the role of actually being a principal,
- to learn the benefit of developing relationships with other principals in order to draw on their experiences and advice.

*To complete the interview, students will:*

- Identify the principal to be interviewed. You should select a lead principal of your campus (or another campus) and get permission to conduct the interview. If your principal will not agree to be interviewed, you will need to seek out a principal from another campus. Be sure to not ask someone who is to be interviewed by another member of the class.
- Select a time to conduct the interview. The interview should not take very long, but you don't want to be interrupted if at all possible. Distractions can impact the quality of responses.
- Conduct the interview. The interview should be conducted live and taped for ease of transcribing. Be sure to explain why you are taping and that once you have transcribed the interview the tape will be erased. A small tape recorder or Naturally Speaking Dragon, if available, are appropriate. The questions for the interview will be generated in class (online), and all interviews will use the same questions, which will allow comparison among participating principals.
- Transcribe the interview. Interviews should be transcribed verbatim into a **MS Word** document. Begin with your heading (like your compendium papers) and then include the information about the principal you interviewed:
  - (1) the name of the principal you interviewed,
  - (2) the campus name;

- (3) the district name,
- (4) the length of time the principal has been at this campus as a lead principal, and,
- (5) the length of time he/she has been a principal in their career.

- Following that, record the interview verbatim for each question.
- Submit the interview.
- Upon completion of the transcribing the interview and formatting it in the required format, submit your paper in the appropriate Drop Box.
- The interview is due on the date assigned. (See *Proposed Class Schedule*.)

### ***Principal Activity PowerPoint Presentations:***

Each student will individually (and/or with a partner, if numbers permit) prepare a PowerPoint presentation for the class based on an assigned chapter from one of the course required texts (Vornberg, Walsh, Kemerer & Maniotis, or Wilmore). I will assign your chapter no later than the end of the first week of class.

*The purpose of this assignment is:*

- to gain insight and knowledge that will help you master the Principal TExES (068) exam.

*To complete the assignment, students will:*

- Read the assigned chapter carefully. Each assigned chapter includes a bulk of important information that must be thoroughly understood prior to taking the TExES exam.
- Analyze the chapter. Students should break the chapter down to make sure they understand the information embedded therein. Identify and elaborate on this information in your PowerPoint presentation.
- Propose a real world scenario that relates to your chapter. Propose a solution (or solutions) to the scenario using the TExES Domains & Competencies as a basis. Students should carefully review the chapter in light of the skills and behaviors presented in the TExES Domains & Competencies and create a solution(s) aligned with them. We want to know what an exemplary principal would do in this situation, i.e., What is he/she thinking and doing? Think expansively and use higher order thinking skills. Include any other relevant information or artifacts to supplement your proposed solutions that would be helpful.
- Prepare a PowerPoint presentation covering the above information. There should be a minimum of 15 quality slides which include details, solutions, reasoning, evidence, and any additional material pertinent to your chapter.

The Principal Activity Presentation chapter will be graded on several criteria, including your analysis, proposed solutions, alignment with the TExES Domains & Competencies, and the overall synthesis and integration of the chapter contents.

The Principal Activity PowerPoint Presentation is due on the date assigned. (See *Proposed Class Schedule*.)

### ***Campus Case Study Portfolio:***

Each student, working in groups 2 persons, will analyze a campus case study of a selected campus in need of improvement. This assignment will reflect the successful understanding, integration, synthesis, and application of the content/activities of this course as well as the knowledge and content gained in the principal preparation program as a whole. I will assign partners no later than the end of the first week of class.

*The purpose of this assignment is to:*

- Analyze data in the form most available to schools and districts
- Apply theoretical perspectives to a real life situation
- Formulate ideas that address the needs of students, faculty, and staff with the goal of improving a campus
- Organize and communicate effectively through a written report
- Tackle a “messy” problem with limited parameters and guidance (that is, “ a real life problem”); in other words, to engage in higher order and critical thinking skills

*To complete the assignment, students should:*

- Select a campus. Students will select one campus from the following list. All schools are located in the Lubbock Independent School District, Lubbock, Texas.
  - Bozeman Elementary, Acceptable Rating
  - Hodges Elementary, Acceptable Rating
  - Parkway Elementary, Acceptable Rating
  - Alderson Middle School, Unacceptable Rating
  - Atkins Middle School, Acceptable Rating
  - Slaton Middle School, Acceptable Rating

- Lubbock High School, Acceptable Rating
  - Monterey High School, Acceptable Rating
  - Estacado High School, Acceptable Rating
- 
- Students will obtain and analyze the AEIS report to determine the needs of the campus. Needs should not be limited to academic or instructional issues. Students will gather additional data on the school and district to help understand as much as possible about the campus.
  - Create a plan to deal with the identified needs of the campus aligned with the TExES Domains & Competencies and the skills and behaviors of effective principals. Students should also consider the concepts and ideas presented in other courses in the Principal Preparation Program.
  - Submit a portfolio (your collection of electronic artifacts) that demonstrates student learning with regard to campus improvement and the content of this and other courses in the Principal Preparation Program. The portfolio should be professional in appearance and design and be suitable for presentation to campus interview committees.

***Portfolio Organization:***

Portfolios should have **at least these sections:**

1. ***Title page:*** Information as specified by APA style manuals (exception: no running heading is needed) and includes “Date Submitted: with date at bottom of the page.
2. ***Introduction:*** A brief formulation of your thoughts regarding the assignment, highlighting what is coming in the portfolio, and other important information you deem necessary to introduce the project.
3. ***District Background and Other Relevant Information:*** Relevant information about the district/campus that will help provide an understanding of the context for school improvement.
4. ***AEIS Reports:*** A copy of the current AEIS report for the campus being considered.
5. ***Needs Analysis:*** Identification of major school wide issues determined from analysis of the AEIS report which you will be addressing.

**6. Vision Statement and Model:** An overall vision statement that describes a future state of success of the campus and a model that illustrates the process to be used to move the campus forward.

**7. Action Plan:** An Action Plan (Use a Campus Improvement Plan format) which addresses the needs of the campus, aligned with the skills and behaviors of effective principals as demonstrated in the TExES Domains & Competencies, and represents the characteristics of effective schools as demonstrated in research by Lezotte and Edmonds. Consider short, medium, and long term measureable goals, i.e. think beyond a single year. Describe how you would implement your plans to achieve the measureable goals, i.e., what needs to be done for the improvement to become a part of the school climate and culture? Finally, include an evaluation plan which will show how you will measure goal attainment, moving the campus toward improvement.

**8. Conclusion:** A brief statement bringing your plans and portfolio to a meaningful conclusion

**9. References:** A list of resources used to construct your portfolio. Use APA format.

Campus Case Study Portfolios will include a **narrative commentary** for each section. Students should supplement the commentary with **evidentiary artifacts** to support thinking and analysis. The Campus Case Study Portfolio will be graded on several criteria; however, overall the portfolio should reflect **quality in depth and breadth**. Portfolios should encompass the content of the class, and the Principal Preparation Program, by demonstrating student ability to synthesize and integrate concepts learned as well as demonstrating a depth of comprehension of the domains, competencies, related topics and literature while demonstrating the ability to package information in a cogent and scholarly manner. Obviously, the content is as important as its presentation.

However, the process of creating the portfolio is a key component of the assignment. Your ability to work together equitably to produce a quality product is of utmost importance to the success of the assignment and your grade. It is expected that all group members will participate fully, actively, and equitably in every aspect of the portfolio assignment. *NOTE: One grade will be awarded for the project. All members will receive the same grade.*

The Campus Case Study Portfolio is due on the date assigned. (See *Proposed Class Schedule*.)

***Format for Submitted Papers:***

1. All papers are to be type written.
2. Papers should be clearly and cogently written using proper grammar and punctuation.

3. A title page is not necessary (unless otherwise specified). Each paper should have a single spaced heading in the **top left corner of the first page only** and include the following information:

*Example*

- Name Johnny Heisman
- Class/section EDAD 554
- Date (written out) September xx, 2013
- Assignment Name Compendium Journal Article # 1

4. Papers should be formatted in 12 point “New Times Roman” font.
5. Papers should have standard margins, be double-spaced, and be numbered beginning on the 2nd page. The page number should be in the top right corner.
6. Papers must use current APA format.
7. Papers should be written in MS Word and placed in the appropriate dropbox.

***Quizzes:***

Periodic quizzes will be provided to ensure content mastery.

***Final Exam:***

The final exam will serve as a practice exam for the Principal TExES Examination. All students must master a minimum of 80% of the questions correctly to progress.

***Grading Criteria and Summary:***

Weekly Assignments	
5 @ 5 Points Each =	25 Points
Weekly Discussion Boards	
5 @ 5 Points Each =	25 Points
Quizzes	
6 @ 10 Points Each =	60 Points
PowerPoint Presentation	
1 @ 100 Points =	100 Points
Principal Interview	
1 @ 75 Points =	75 Points

Portfolio

1 @ 100 Points =

100 Points

Final Exam

Students must master a minimum of 80% of the questions correctly to progress.

Final grades will be calculated on the following scale:

- 100-90 = A = *Excellent/Outstanding*
- 89-80 = B = *Good/Noteworthy*
- 79-70 = C = *Average/Proficient*
- 69-below = F = *Unacceptable*

***Please Note:*** While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the professor which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the professor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the professor and will be based on several factors, including but not limited to, the rubric provided (see Course Grade Rubric above).

## TECHNOLOGY REQUIREMENTS

This is a web-based course and some obvious technological resources will be required, including access to a computer with Internet access (high-speed preferred) with Word processing software (Microsoft Word preferred). Our campus is optimized to work in a Microsoft Windows environment. This means that our course works 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). Your online 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.

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 “myCourses” tab, then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your professors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch Yahoo, Hotmail, etc. We will not check for your email in spam.

## ACCESS AND NAVIGATION

This is a web-enhanced course using eCollege, the Learning Management System used by Texas A&M University-Commerce. You will access the online portion of the class for assignments and for communication with the professor. To get started with the online segment, go to <https://leo.tamu-commerce.edu/login.aspx>. Students will need a 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@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

### **eCollege Technical Concerns:**

*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 an eCollege technical support representative.

*Email:* [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with an eCollege technical support representative.

## COMMUNICATION AND SUPPORT

Feel free to contact the professor. E-mail is the most reliable method. TAMU - Commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each weekday. If necessary, I am also available via phone. I will be happy to provide any reasonable support to help you succeed.

**Other Questions or Concerns:** Contact the appropriate TAMU-Commerce department relating to your questions or concerns. Contact information for individual departments is available by navigating the information on the university web page ([www.tamu-commerce.edu](http://www.tamu-commerce.edu)). Phone numbers are available by clicking on "Contact Us" link at the bottom left corner of the university web main page. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903.886.5520 (Educational Leadership, Department Secretary) between the hours of 8:00 A.M. and 5:00 P.M. Monday through Friday.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:** Contact your professor.

### **Examination Policy**

Exams are to assess the students' ability to apply learning. Questions are of the analysis and synthesis level of learning and require the student to formulate answers demonstrating their ability to apply knowledge.

### **Assignment Policy**

Assignments will be available in class and under the weekly modules in eCollege. Reading responses should be submitted in the eCollege drop box and saved as a .doc file unless specified otherwise.

### **Late Work**

Late work will only be accepted with **prior written** approval of the professor. Late work will not receive full credit.

### **Graduate Online Course Attendance Policy**

A major component of this course is on line interaction with peers and the professor. Each class member is expected to participate fully in discussions, projects, etc. each week of the course. Learning will be segmented into weeks or units. It is important to stay on schedule with the class agenda.

### **University Specific Procedures:**

#### **Academic Honesty Policy**

Please see the *TAMU-C Graduate Catalog* at <http://catalog.tamu-commerce.acalog.com/index.php?catoid=9> and the *Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (*Texas A&M University-Commerce, Graduate Catalog, 2009-2010*). **PLAGERISM WILL NOT BE TOLERATED AND IS GROUNDS FOR UNIVERSITY DISMISSAL.**

## **Dropping a Course**

“A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.” Drops should be completed according to University procedure to avoid the posting of a failing grade.

## **ADA Statement: 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](mailto:StudentDisabilityServices@tamuc.edu)

## **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 / CALENDAR**

The course is divided into weekly units. Successful completion will require participation and submission of assignments each week. Any changes in the course outline or due dates will be posted in Announcements.

**PLEASE CHECK THE ANNOUNCEMENTS AND YOUR EMAIL DAILY!**

**Course Calendar**

**\*\* Specific Course Dates will be available within the course shell.**

Class Date	Topic	Readings	Assignments and Due Dates
<b>Module 1 – August 26, 2013 – September 1, 2013</b>			
Leadership & Campus Culture	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Syllabus Review</li> <li>• APA Overview</li> <li>• Overview of Library and Writing Center Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Read complete syllabus.</li> <li>• Read and familiarize yourself with the APA 6<sup>th</sup> edition Table of Contents.</li> <li>• Take free APA tutorial available at <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></li> <li>• Review the free Library databases and tutorials at <a href="http://www.tamu-commerce.edu/library">http://www.tamu-commerce.edu/library</a></li> </ul>	<i>Assignments, Readings, Discussions and Quiz Due by Midnight Sunday.</i>
<b>Module 2 – September 2 – 8, 2013</b>			
Values & Ethics	<ul style="list-style-type: none"> <li>• <i>Components of the Week:</i></li> </ul>	<ul style="list-style-type: none"> <li>• Per course shell.</li> </ul>	<i>Assignments, Readings,</i>

			<i>Discussions and Quiz Due by Midnight Sunday.</i>
<b>Module 3 – September 9 – 15, 2013</b>			
Instructional Leadership & Management	<ul style="list-style-type: none"> <li><i>Components of the Week</i></li> </ul>	<ul style="list-style-type: none"> <li>Per course shell.</li> </ul>	<i>Assignments, Readings, Discussions Quiz, and <b>POWERPOINT</b> Due by Midnight Sunday.</i>
<b>Module 4 – September 16 – 22, 2013</b>			
Human Resources Leadership & Management	<ul style="list-style-type: none"> <li><i>Components of the Week</i></li> </ul>	<ul style="list-style-type: none"> <li>Per course shell.</li> </ul>	<i>Assignments, Readings, Discussions and Quiz Due by Midnight Sunday.</i>
<b>Module 5 – September 23 – 29, 2013</b>			
Communications & Community Relations	<ul style="list-style-type: none"> <li><i>Components of the Week</i></li> </ul>	<ul style="list-style-type: none"> <li>Per course shell.</li> </ul>	<i>Assignments, Readings, Discussions, Quiz, and <b>PRINCIPAL INTERVIEW</b> Due by Midnight Sunday.</i>
<b>Moldule 6 - September 30 – October 6, 2013</b>			

Organizational Leadership & Management	<ul style="list-style-type: none"> <li><i>Components of the Week</i></li> </ul>	<ul style="list-style-type: none"> <li>Per course shell.</li> </ul>	<i>Assignments, Readings, Discussions and Quiz Due by Midnight Sunday.</i>
<b>Module 7 – October 7 – October 9, 2013</b>			
Curriculum Planning & Management	<ul style="list-style-type: none"> <li><i>Components of the Week</i></li> </ul>	<ul style="list-style-type: none"> <li>Per course shell.</li> </ul>	<i>Assignments, Readings, Discussions, Quiz, AND <b>FINAL EXAM AND PORTFOLIO</b> Due by Midnight <b>WEDNESDAY.</b></i>

*\*\*Dates are subject to change. Final dates will be available within the course shell.*