EDCI 535 Leadership & Supervision in Schools

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 Comprehensive Exam. Register by January 24th

If your major is ECE, ELED, C&I, RDG or SED, the links below are important. Copy the links below that you need and paste them into your browser. If your major is in a different department, you should contact that office or your advisor immediately.

Link to Comprehensive Exam Information
http://web.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/mastersDegreePrograms/Comprehensive%20Exams.aspx

Link to Exam Registration Form
http://web.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/mastersDegreePrograms/mastersComprehensiveForm/default.aspx

Graduation - Apply no later than January 24th

Copy the link below and paste it into your browser to get information and apply.
http://www.tamuc.edu/admissions/registrar/graduation/graduationSteps.aspx

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. The link to the bookstore is below. Copy the link and paste it into your browser.

http://www.amcbookstore.com/SelectTermDept.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 (SLO)

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

SLO #1. Use outside reading of professional literature from business and industry to broaden your perspective and increase your skill in leading others to improve;
SLO #2. Articulate an awareness and understanding of problems facing school leaders through assigned readings and class discussions;
SLO #3. Demonstrate professional improvement in the art of reflection as a tool to increase your effectiveness as a teacher leader;
SLO #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
SLO #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. **Know the Course Requirements From the First Class Day**. It is important to be familiar with course requirements on Day One. The two most important documents to help you are (a) the course syllabus and (b) the "Welcome to My Course" which you can see when you click on "Course Home" at the top of the menu bar on the left side of the course. After reading "Welcome to My Course," you will be directed to do several things, including reading the syllabus, clicking on various links, and then submitting the "Student Information Sheet." By submitting the Student Information Sheet you acknowledge that you have read the syllabus and have asked questions about items for which you need more clarification.

   Assessment Method. By submitting your document you acknowledge that you have read the syllabus, reviewed the introductory lesson, and are familiar with the course requirements. No points are awarded for this assignment.

2. **Introduce Yourself Slide Show (5% of the total course 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. The audience for your slide show is the class members enrolled in EDCI 535 and the purpose is to provide an autobiography of your personal and professional life experiences.

   Assessment Method. I will provide a rubric in the assignment link. You can earn up to 10 points for this assignment.

3. **Read the textbook and take quizzes over the content (30% of the total course grade)**. The 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. (SLO 1)

   Assessment Method. You will take five quizzes, one in each unit, covering the reading assignments. Quizzes typically include multiple-choice, fill-in-the-blank, true-false, and short answer questions. Each quiz is worth up to 10 Points.

4. **Small Group Threaded Discussion (About 30% of total course grade).** Small group discussion is a way for you to (1) interact with others about your learning, (2) express personal and professional opinions, and (3) debate issues with your group members. You will be assigned to groups of 5-8 students and use Threaded Discussion during each of the five units to share and interact. Threaded Discussion is an asynchronous venue in eCollege whereby you communicate with your group members but you do not need to be in your group at the same time. During a period of about one week you and your group members will submit your initial response about a topic or question that I will assign based on your reading, the slide show lessons, or some other assignment in the course. The following week you come

back to Threaded Discussion, read everything your group members have posted and respond to them in a meaningful way. (SLO 2-5)

Assessment Method**.** Your participation in threaded discussion is evaluated based on the following rubric:

Initial Entry: The quantity and quality of your initial entry is worth up to 5 points. A grade of 5 requires a minimum of 20 lines (default font size) of high quality response. Do not increase the font size. If you do, I will reduce it back to the default size before counting lines.

Responses to Group Members: The quantity & quality of your responses to your team members can earn up to 5 points as well. A grade of 5 requires you to respond to more than 50% of your team members and at least 20 lines of narrative of high quality response. I do not mean 20 lines of narrative to each team member; I mean a total of 20 lines of narrative counting all of your responses. If you enter 10 lines to team member A, 5 lines to team member C, and 8 lines to team member E, you have 23 total lines. That meets the minimum requirement. Below is a table to show you the minimum group members to whom you must respond.

Members in the Group	Minimum Responses
3	2 Members
4	3 Members
5	3 Members
6	4 Members
7	4 Members
8	5 Members
9	5 Members
10	6 Members

Final Grade: Your recorded grade is the sum of your grade for your initial entry plus your grade for your responses to your group members or a maximum of 10 Points. You can earn up to 50 total points for this requirement.

Note: there is no reason not to earn 10 points every time on this assignment. There are two reasons students fail to earn full points is (1) not posting entries on time and (2) not meeting the 20 line minimum on the initial entry and the 20 line minimum with responses to group members. If you want to be successful and avoid any questions about how I will evaluate you're your work, make sure you post by the deadlines and enter more than 20 lines. It's that simple. Some enter the minimum number of lines but, when I read and count, there are only 19 or 18 or 17 lines. It is my view of the page that counts so why take that chance? Just do more and that works every time. ☺

5. **Lessons on Leadership (About 35% of the total course credit).** In each unit you will complete a lesson on leadership; sometimes two lessons. These lessons 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 teacher-leaders should not only know and utilize, but influence others to use in their practices. One lesson is on aptitude (often called IQ); what it is, how it is assessed, where students score on aptitudes tests, and how to deal with the wide range of aptitudes when using the a one-size-fits-all curriculum. Another lesson is on **SMART** Goals, a planning strategy created by John Maxwell, author of your textbook, and used extensively in industry for employees to establish goals and assess goal attainment. Only recently have educators learned that SMART Goals can help teachers solve sticky behavior and achievement problems. These are just two examples of the lessons you will complete in each unit. Each lesson usually begins with a slide show presentation with audio narrative, followed by the reading of instructional materials, and then a worksheet that you will complete and submit to the Dropbox. (SLO # 2 – 5)

Assessment Method. Each lesson is accompanied by a worksheet that you will complete and submit to the Dropbox. On these worksheets you will reflect on your learning (WHAT), how that learning influenced your thinking and beliefs (SO WHAT), and what you plan to do as a result (NOW WHAT). Your responses are typed onto the worksheet in a narrative format and submitted to the eCollege Dropbox. I will evaluate each one and send it back to your Inbox with my comments and a grade. You can up to 10 points on each assignment.

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 Points - 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 Points - 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 Points - 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 Points – 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 Point - 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 Points - Not turned in, tuned in too late or, not accepted by instructor.

Late Work (Please read carefully)

All assignments are to be turned in on time. After a 15 minute grace period, assignments are penalized 40%. After 24 hours late, the assignment is not accepted, evaluated or returned, and the grade is automatically zero. There are no exceptions. Please read the details below so there are no questions 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 second you click the SUBMIT button on the Dropbox, the time is recorded by the closest day, hour, minute, and second. Specifics are outlined below:

1. **Assignment Deadlines**: All deadlines are listed in the ***Schedule of Assignments.*** This is the only official source for due dates. No matter what you read in my announcements or lessons about due dates, due dates and times in the *Schedule of Assignments* are the only official dates and take precedence over due dates in any other documents.
2. **No Grace Period.** For quizzes and team discussions, there is no grace period. Quizzes or team discussion entries posted after the deadline earn no credit.
3. **Grace Period**. For written assignments posted to the Drop Box, a grade period is allowed. For Drop Box assignments, those submitted up to and including 15 minutes past the deadline are not penalized. For example, if an assignment is due midnight but submitted between 12:01 AM and 12:15 AM the next morning, your assignment is not considered late. After that grade period, late penalties are imposed. Given that computer and technical problems can often crop up at the last minute, it is never wise to wait for the last minute to submit assignments.

Technical issues cannot be used as an excuse for submitting late work except when the University is the cause and they are able to document that problem.

4. **Late Penalty:** Dropbox assignments submitted between 16 minutes and 24 hours past the deadline carry a 40% penalty. If an assignment is due at midnight but is submitted between 12:16 AM the next morning and 12:00 PM midnight of that same day, the grade you earn is penalized 40%. For example, if you earned 5/5 Pts., the grade is recorded as 3/5 in the grade book. If you earned 6/10 Pts., the grade is 3.6/10 in the grade book.
5. **After 24 Hours.** Assignments submitted more than 24 hours past the posted deadline are not accepted, evaluated, or returned and a grade of zero is recorded.
6. **Make-up Work:** Extra credit or make up work is not allowed.
7. **Technical Difficulties:** When you take an online course, you are responsible for all technical difficulties except those created by eCollege or the University. Technical difficulties with your computer, router, or internet provider are not excused. For this reason you should always have an alternative source ready to use if and when these emergencies arise, e.g., neighbor, relative, work place, public library, hotels and public buildings with Wi-Fi availability, etc.

   The exceptions to this rule are technical difficulties caused by the University or eCollege which can be excused provided you obtain documentation from technical support and provide that documentation to me. To avoid this problem in the first place it is always a good idea to submit assignments early enough that you can go to your back-up in time to meet your deadline.

Attaching Assignments to the Dropbox

You are responsible for attaching the correct assignment to the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. Also make sure the little document icon (symbol for an attachment) is showing. If you touch it with your cursor, the name your document will appear. If you click on the icon, your document will open. Submitting an incorrect document, a blank document, or no document is considered as failure to complete the assignment on time.

Tentative 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	5%
Quizzes over textbook reading	5	X2	50	30%
Threaded Discussions	5	X2	50	30%
Lessons on Leadership	6	X2	60	35%
Others 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: 8/10 Pts means you earned 8 Pts out of a possible 10.
2. Course Points to Date: Example: 92/170 Pts. Means you have earned 92 Pts thus far out of a possible 170 in the course.
3. Course Average to Date: This is the average calculated by dividing the total points you have earned to date by the total possible points possible to date. Example: 92/110 = 83.6%. This is the percentage and grade you would earn if the course was completed on that particular date and your final grade in the courses would be B.

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
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Communications

NOTE: It is very important to go online 2-3 times each week to: (1) read any new announcements, (2) check your MyLeo-Mail, (3) review assignments, (4) check the **Schedule of Assignments**, (5) checking your Inbox regularly for documents I return to you, and (6) communicate as needed with your instructor and class members.

Questions about course, syllabus, and assignments

Post all 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 send me an email about these issues. I will ignore them. It is important to post in Virtual Office because (1) your concerns are probably concerns of other students and (2) my response to your concern can be read by all other students. This saves me answering questions multiple times via email.

Announcements

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

Email Correspondence

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

From you to me: To communication about personal or confidential issue, click on the "email" tab in eCollege, click on my name to place it in the address box, and send your message. 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.

2. **Microphone and Speaker Capabilities (Optional).** While chatting live online is not required in this course, we do have that capability. All you need is a microphone that plugs into your computer. I sometimes offer a short live chat session during the first week of class for anyone who wants to talk about the course requirements. If I do, I'll post an announcement in advance with time and directions. This is strictly voluntary and never required

3. System Requirements

Windows Users	Mac OS User
Windows 8, 7, XP or Vista 56K modem or higher Soundcard & Speakers	Mac OS X or higher (in classic mode) 56K modem or higher Soundcard & Speakers

Firefox, Chrome or Microsoft Internet Explorer	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 official word processor for eCollege. **Do not use Word Perfect or Microsoft WORKS**. If **WORD** is not possible, you must convert whatever format you are using 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). Do not submit any documents in PDF format.**

6. **Power Point Capability.** There are a number of lessons that require the Power Point software. These presentations also have an audio narrative.

7. **Browser testing.** It is *strongly recommended* 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

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

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 TAMUC website: http://www.tamuc.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.

Trouble Shooting. Texas A&M-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 & Plagiarism

This course demands a high level of scholarly behavior and academic honesty on the part of students. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. 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) or resource materials. (2006-2007 TAMUC Graduate Catalog, p. 29). Plagiarism also includes 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 and (b) copying from professional works without citing them.

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. If the infraction is severe enough to warrant further action, I will file a report of the infraction with the Dean of Graduate Studies and Research. If that happens, the student will be so notified and given the opportunity to file a response. In addition, I may also recommend to the Dean of Graduate Studies and Research through my department head that the student be suspended or expelled.

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 the phone numbers or email addresses listed below. It is the responsibility of the student to initiate requests for special accommodations. No accommodations are made until the individual student is officially approved through SDS and I have official documentation from that office.

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)
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. The process for this is a written document presented to the instructor by the student in which the specific issue of disagreement is presented. This can be in the form of an email or a WORD document.
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 Unit

This list is strictly tentative and not official. The only official list of assignments and due dates is the *Schedule of Assignments* posted in a link under Course Home.

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