EDUC 548: Transformational Global Leadership
Spring 2, 2013

Instructor: Richard "Rick" Lumadue, PhD – Assistant Professor
Office Location: Education North 213
Office Hours: 24X7
Office Phone: 903-886-5125
Office Fax:
University Email Address: rick.lumadue@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

The textbook will be available in the Online Course.

Optional: *Publication manual of the American Psychological Association* (5th or 6th ed.). (2001/2009). Washington, DC: APA.

Course Description: Course Description

This course provides career and technology teachers with knowledge and skills needed for designing, developing, and evaluating curricula. Emphasis will be placed on formulating course goals and objectives and on developing a variety of measurement instruments.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. Explain the four domains of evaluative practice in higher education.
2. Discuss the impact of personal characteristics on teaching.
3. Examine how experience and preparation influences teaching.
4. Explore the influence of various contextual factors on teaching.
5. Explain a rationale for teaching in a changing society.
6. Compare different purposes of assessment
7. Describe the characteristics of good assessments, including valid and reliable evidence gathering and interpretation.
8. Understand the ethical issues in assessment and describe methods to assure

fairness.

9. Explain the difference between assessment and testing.
10. Describe the importance of differentiated teaching and assessment.
11. Identify major social, political, and cultural trends in standardized assessments.
12. Detail major criticisms of standardized assessments, including issues that relate to test design and bias.
13. Identify the characteristics of generalized, holistic, and analytic rubrics.
14. Evaluate the potential for implementing an electronic portfolio in your teaching.
15. Explain how to use learning outcomes to determine appropriate assessments.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that students actively participate in class discussion, activities, and case studies.

Participation, Attendance, and Assignments

Discussion Participation: Each student will make at least 3 meaningful discussion posts for Modules 1-7 interacting with the other students in the class. See the rubric below for the discussion participation grading criteria.

Students will create a final syllabus which includes a teaching philosophy statement / policies and procedures, an ADA statement, learning outcomes, and course schedule. You will also create an assessment rubric to compliment one of your learning objectives.

For more details and the grading rubrics, please refer to the assignment page in Modules 3, 5, and 6. Each student will complete an assessment of three classmates' individual projects. For details and grading rubrics, please refer to this assignment page in Module 7.

Create Learning Outcomes 20% (200 points)

Assessment Rubric 20% (200 points)

Discussion Board 10% (100 points/ unit x 7 units = 700 points)

Create Syllabus 40% (400 points)

Peer Review via Workshop 10%: (100 points)

Demonstration of work ethic, responsibility, and integrity related to course objectives: This area is a holistic score based on demonstrated effort, attendance, and

participation. It includes assignments given in each class. Students shall earn points per class for attendance and participation. Participation includes reading materials prior to class including completion of reading notes and organizers, bringing specified handouts and notes, and actively participating in small group and class discussions.

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Microphone for classlive sessions throughout the semester (these run about $10)
- Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails 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 me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

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Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line. ***HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.***
2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to www.skype.com and search for **rick.lumadue** as the contact to add me to your list.)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).
Late work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.
Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.
Attendance: This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.
Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher- order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

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
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 / CALENDAR

Date	Module	Topic
Mar. 17 - Mar. 23	**1**	Review of Syllabus, Introduction and Overview - Setting the scene: the four domains of evaluative practice in higher education
Mar. 24 - Mar. 30	**2**	Factors That Influence How We Teach
Mar. 31 – Apr. 6	**3**	Teaching in a Changing Society: **Create Learning Outcomes**
Apr. 7 – Apr. 13	**4**	The Nature of Assessment
Apr. 14 – Apr. 20	**5**	The Psychological Foundations of Assessment: **Create an Assessment Rubric**
Apr. 21 – Apr. 27	**6**	The Social Foundations of Assessment: **Syllabus Due**
Apr. 28 – May 2	**7**	Portfolio Assessment and Rubric Development