

# Syllabus EDUC 560 Colloquy

Summer I 2015

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Office Hours:  
Virtual by appointment.

## Department of Educational Leadership

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P.O. Box 3011  
Commerce, TX 75429  
903-274-9444

Office Hours: Appointments will be set by a request though e-mail to the instructor.

## Materials -Textbooks, Readings, Supplementary Readings:

**There will be no textbook for this course.**

Any readings will be posted to the announcements in your course.

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

## Course Description:

This course provides an introduction to the organization and implementation of work-based learning programs. Topics include the organizational environment and an analysis of the types of organizational programs needed to address organizational culture and needs. The course also includes an overview of legal issues. The process for conducting and implementing a needs assessment will be examined. Specific legal issues to meet the training needs of specific organizations will be identified.

## 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 what you should expect to gain from the course.

Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. Describe an Organizational Environment.
2. Identify types of Organizational Programs.
3. Identify types of Training Programs.
4. Describe important Legal Issues organizations need to address.
5. Conduct a needs assessment of the people, workplace, and culture of the workplace.

6. Construct and implement a needs assessment.
7. Evaluate the results of a needs assessment.
8. Identify how to meet the legal needs of specific organizations.
9. Develop a work-based learning project.
10. Design and evaluate deliverables for a portfolio.

## ASSIGNMENT TABLE

		M1	M2	M3	M4	M5	M6	M7	Total Points	%
1.	Discussion Participation	100	100	100	100		100		500	15%
2.	Needs Assessment			100					100	20%
3.	Resource to address the training needs of the organization				100				100	25%
4.	Design and evaluate deliverables for portfolio (Workshop)					100			100	25%
5.	Individual Peer Review of Group Projects (Workshop)							100	100	10%
6.	Group Contribution Peer Evaluation							100	100	5%
<b>Total</b>									<b>1000</b>	<b>100%</b>

## 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 you actively participate in class discussion, activities, and case studies.

Each student is to post a journal entry for each unit's reading assignment. Summarize the reading in your own words and note any insights you have gained (i.e.; note where you agree or disagree with the author and why). Also, each student will make at least 3 meaningful discussion posts per unit interacting with the other students in the class.

Work on your assignments according to the course schedule and submit these in a Word Document to the

relevant Dropbox.

## Assignment Overview

### *Weekly Assignments*

**Discussion Participation:** Each student will make at least 3 meaningful discussion posts for 5 of the 7 Modules, interacting with the other students in the class. See the rubric below for the discussion participation grading criteria.

	<b>Does not post or reply</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exemplary</b>
<b>First Visit: Initial Post (1)</b>	<b>0/50</b>	<b>20/50</b>	<b>35/50</b>	<b>50/50</b>
Quantity and timeliness				
Demonstrates knowledge and understanding of content and applicability to professional practice				
Generates learning within the community				
<b>2nd and 3rd Visit: Reply to Other Learner(s)</b>	<b>0/25 (x2)</b>	<b>15/25 (x2)</b>	<b>20/25 (x2)</b>	<b>25/25 (x2)</b>

**Group Project:** Each student will contribute to the making of a 10 – 15 slide group presentation on a specific organization, the training needs identified within the organization, and the resource your group designed to meet these needs. Students will post a link to their presentation on Day 7 of Module 5.

Students will self-select into a group based on common interests identified in the first Module of this course.

Group Set-Up Guidelines: Teaching faculty will allow students to self-select into a week and topic based on common interests. The group sizes can range from 2-5 students in each group.

### **Individual Projects/Evaluations**

**Peer Evaluation:** Each student will complete an assessment of each group project. For details and grading rubrics, please refer to this assignment page in **Module 6**.

**Group Participation Evaluation:** Each student will evaluate the efforts and contributions to the group project from each of his or her group's members. For details and grading rubrics, please refer to this assignment page in **Module 7**.

**NOTE:** *More detailed directions for the assignments are provided in the lectures within each module. For this reason, I suggest you watch the lectures early in the week.*

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## 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/headphones for synchronous sessions
- 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 LEARN (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 LEARN message system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

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## ACCESS AND NAVIGATION

### LEARN Technical Concerns

Please contact the HelpDesk, available 24 hours a day, seven days a week. By clicking on the "Get Help" link at the bottom of any screen within LEARN. Chat, Voice and Self-help tools are all conveniently located on this page for your access.

### 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 "Ask Your Instructor" page, 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.

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## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

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

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## **COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

**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 Turn It In 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 synchronous 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 synchronous 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.

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## **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

Email [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

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**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). This statement presents the University's commitment to a safe, accepting environment for all students regardless of sexual orientation, gender identification, or gender expression. A&M Commerce will comply in the classroom, and in online courses, with discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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