EDAD 610
Leading Learning Communities Internship
Texas A&M University-Commerce
Course Syllabus

Spring 2018

Instructor Information

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Communication Response Time: Email 24-48 hours or Text/Phone <12 hours

COURSE INFORMATION

Textbooks

Required Textbook:
Harris, S., Ballenger, J., & Cummings, C. (2015). Standards-based leadership. (2nd ed.). Lanham, MD: Rowan & Littlefield. ISBN 978-1-4758-1692-1.

Optional Supplemental Textbook:
Harris, S., Mixon, J. (2014). Building cultural community through global educational leadership. Ypsilanti, MI: NCPEA Publications. ISBN 978-1-4951-1148-8.

Course Description

This course is designed to develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in the real world setting of functioning schools. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for school building leadership.

Through the activities of this course, students will bridge the gap between (1) theory and practice, and (2) students' academic and experiential learning. In the Practicum, students will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences.

Students will be challenged and expected to: 1) think critically about the role of the principal and leading effective schools, 2) engage in reflective thinking about the role of the principal and leading effective schools, 3) integrate a variety of ideas regarding the role of the principal and leading effective schools, and 4) synthesize coursework into a meaningful framework of understanding about the role of the principal and leading effective schools.

Student Learning Outcomes

This Practicum should provide opportunities to work with and to learn from administrators in schools. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following. Students will be able to:

1. Analyze administrative skills, techniques, and strategies by observing a professional administrator.
2. Apply learned administrative skills, techniques, and strategies to the field-based experiences.
3. Develop, refine, and communicate a philosophy of education as a result of the Practicum experience.
4. Demonstrate proficiency in administrative activities in the work setting aligned to all nine Texas principal competencies.

Completing the Practicum Proposal

Be sure that you have planned activities to meet all nine principal competencies, the seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 249.15, and the five TAC Standards for Principals, Chapter 149. (These are all listed for you in the left margin in the course shell on eCollege. There are suggested activities in this syllabus and there are examples of **Practicum Proposals** posted on Doc Sharing. Be sure to include the completion dates for each activity that you propose. Collect artifacts to serve as evidence to document the completion of activities for each principal competency.

Role of the Campus Administrator/Site Supervisor

The role of the cooperating principal as a supervisor and mentor to the Practicum Student is the critical factor in making the Practicum a success. The guidance and counsel of the Site Supervisor is of the utmost importance in helping the Practicum Student's activities to be fulfilling and appropriate.

The functions of the campus Site Supervisor include, but are not limited to:

1. Agree to act as supervisor/mentor to the Practicum Student.
2. Review the Practicum materials found in the Principal Practicum Program booklet.
3. Conference with the Practicum Student concerning expectations, activities, areas of skills and knowledge development found in the Principal Practicum Program booklet.
4. Meet with the Practicum Student to discuss activities, tasks and experiences, review progress, discuss successes and determine additional growth for the Practicum Student.
5. Approve and sign each of the logs created by the Practicum Student.
6. Conference with the Texas A&M University-Commerce Site Supervisor on the Practicum Student's growth and achievements during the semester-long Practicum.

COURSE REQUIREMENTS

The basis of this course is to provide the student with an understanding of functions that are important to campus level administrators. The course is made up of a series of assignments and assessments to assist you in achieving that level understanding

Assignments

Assignments are to be turned in electronically in the appropriate Drop box no later than the date they are due for full credit.

Discussion Board

The discussion forums are the place we share ideas and observations. You are expected to engage in an ongoing discussion/debate with your learning community peers throughout the week. Your contributions to the discussion forums will be graded for *quality not quantity*, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). You will be required to post your response first before you can see and respond to other student's posts.

You are required to post a minimum of two responses per week.

Grading

Grades will be determined on a total point basis of 200 points covering multiple assignments outlined in the syllabus and found in the eCollege course shell listed by week. Grades will be posted in percentages and also in point values in eCollege. The final points will calculate on a percentage scale covered to a letter grade according to the following scale:

90-100 = A = Excellent/Outstanding
80-89 = B = Good/Noteworthy
70-79 = C = Average/Proficient
60-69=D = Below Average
59-below = F = Unacceptable

The professor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

GENERAL DESCRIPTION OF PRACTICUM ACTIVITIES

1. *Log*. Each Practicum Student must complete and document a minimum of 160 hours of activities per semester of Practicum according to guidelines from the Texas Education Agency (TEA). Practicum Students shall complete a log every six weeks and submit it to the university Field Supervisor. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mails, reports). Artifacts should be shared with supervisors during visits and must be documented and scanned in the Practicum Student's final electronic portfolio by the final submission date. (See below regarding number 5/ *Collection of Practicum documents.*)

2. *Reflections*. Each Practicum Student shall reflect upon experiences and submit reflections to the Dropbox in eCollege. Reflections should demonstrate the student's ability to connect theory gained in university coursework with field experiences and should provide scholarly references as appropriate.

3. *Self-Assessments*. Each Practicum Student shall complete an initial and final self-assessment profile.

4. Collection of Practicum documents. Each Practicum Student shall collect artifacts (i.e. meeting agendas, notes, forms, e-mails, reports) that serve as evidence of several of the activities documented in the logs. Artifacts should be shared with supervisors during campus visits and must be documented and scanned in the Practicum Student's final electronic portfolio by the final submission date.

5. *Competencies.* Each Practicum Student will participate in each of the following.

Texas Competencies		Suggested Activities
001	**Knowledge of vision of learning** The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported be the school community.	• Participate in the development of a campus vision • Participate in the selection and survey of a campus culture • Create a process for recognizing faculty and students • Provide a written five year vision if you were principal
002	**Knowledge of communication and collaborative skills** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success.	• Participate in principals' meetings with parents and staff • Assist with school-community programs and projects • Attend parent Teacher Association (PTA) and booster meetings where appropriate • Assist in conducting a needs assessment • Plan activities to increase parent involvement • Prepare a monthly newsletter to staff and parents • Prepare news releases or articles for various media • Prepare written communication for faculty, students, parents and community • Prepare a plan to market your campus to the community. • Meet with community agencies concerning available services and funds
003	**Knowledge of ethics and integrity** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.	• Accompany an administrator to court hearing related to a school problem • Review and analyze the campus ethics • Participate in ethical decision-making • Review district and school's policies and procedures • Assist in conducting review and submission of all necessary reports of accidents • Review school responsibilities involved with federal programs • Make a report to faculty on a recent legal decision
004	**Knowledge of curriculum, instruction, and assessment** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.	• Relate benchmark data to needed intervention • Assist in administration of standardized tests • Participate in long range planning • Participate in the co-curricular and extra-curricular programs • Participate in the development of action research • Attend curriculum meetings
005	**Knowledge of effective instructional program and campus culture** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff	• Create a cultural analysis of the campus • Assist in preparing a master schedule • Participate in scheduling activities • Participate in implementation of a curricular change • Discuss curriculum development with administrators • Review tardy and absentee policies • Develop a positive reward program for improving tardy and absentee rates

	professional growth.	• Participate in student conduct interventions and hearings
006	**Knowledge of staff evaluation and development** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.	• Conduct teacher appraisal or walk-through visits • Present staff development sessions • Sit in on interviews with prospective faculty and staff • Review resumes to select interview candidates • Conduct a study personnel turnover for the past five years • Develop a conference or staff development program • Analyze/revise non-certified staff's job descriptions • Develop/revise rules, requirements and policies
007	**Knowledge of decision making and problem solving** The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.	• Serve as mediator for teacher-parent disputes • Participate in site-based decision making committee meeting • Suggest strategies to assist teachers with a problem area
008	**Knowledge of finance, personnel, and technological use** The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.	• Assist in budget preparation • Participate in interviews for teaching positions • Demonstrate use of technology to teachers or staff • Analyze student or faculty handbook • Participate in the location and utilization of computers • Review school/district management information systems
009	**Knowledge of physical plant and safety knowledge** The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.	• Check campus facilities • Organize and supervise a school event • Assist in coordinating and supervising testing • Participate in administrative team activities • Review safety/health procedures and reports; disaster plans • Interview a member of the custodial staff • Review order for plant maintenance supplies

The Practicum Student will choose activities based on his or her self-assessment, assessment by the campus Site Supervisor, and assessment by the university Field Supervisor.

Practicum Log

Practicum logs must be submitted on eCollege to the university Field Supervisor at six-week intervals during the entire Practicum experience. Each log should have the university approved cover sheet with the signature of the campus Site Supervisor and the principal Practicum Student

with dates by the signatures. Log totals (for Logs 1, 2, and 3) should be by the signatures as well as the total cumulative hours that the Practicum Student has logged. Suggested hour completion and deadlines are listed below. These are general time frames. Please see the current course shell for specific dates. Be sure you have the required signatures, especially the signature from your campus Site Supervisor.

Log 1 Due Week 6 with 60 hours completed
Log 2 Due Week 11 with 110 hours completed
Log 3 Due Week 14 with 160 hours completed

In the past many students have exceeded the clock hour requirement because they view the Practicum as a valuable learning experience. Principal Practicum Students often fill in for campus administrators and often have an opportunity to complete an ongoing campus project.

Reflections

In addition to the log entries, Practicum Students submit reflections. The reflection is designed to allow the Practicum Student to demonstrate a connection to theory and to assess his/her experiences in an unstructured manner. The Practicum Student should examine and evaluate what occurred during the learning timeframe and decide what went well, what did not go well, and what might have been done differently to resolve the issues successfully; i.e. assess your actions and faculty and staff actions with parents, students, and colleagues.

Note: This written narrative should include a free flow of thoughts and feelings about what you have been involved with during the timeframe covered. In the reflection narrative, do not repeat what you said in the log. Dissect and evaluate what occurred. You will want to reference professional readings that you have completed in the reflection. This reflective writing does not need to be shared with anyone except the university Site Supervisor. The Practicum Student should reference professional readings when appropriate in the reflection. Use the American Psychological Association (APA) Manual, 6th edition, in writing and in citations used in your reflection.

Practicum Evaluation

A final grade of A, B, C, D, F, or X will be assigned at the end of the semester. The factors used in the evaluation are:

1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted on-time to the supervising professor.
2. The quality of the Practicum plan.
3. The quality of any projects completed as part of the activities.
4. The quality of the alignment to the seven principal curriculum standards, the five principal standards, and the nine principal competencies necessary to serve as a principal in Texas. These are referenced in the next section.

Practicum Proposal

The Practicum Student will complete a self-assessment or self-evaluation profile **(Practicum Proposal)**. This self-assessment should include the competencies and/or activities that will be completed to meet the following:

1. The seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 249.15,
2. The five TAC Standards for Principals, Chapter 149, and
3. The nine principal competencies necessary to serve as a principal in Texas.

The Practicum Student will present the results of the self-evaluation to the Site Supervisor prior to discussing the Practicum proposal with the university Field Supervisor.

First 3-Week Self-Evaluation Form

The instructions for the **Practicum Proposal** and the **First 3-Week Self-Evaluation Form** can be found on eCollege. These two forms must be completed within the first three weeks of the semester.

Principal Practicum Field Supervisor Observation Forms

There should be a minimum of three **Principal Practicum Field Supervisor Observation Forms**, corresponding with phone/virtual visits, to be completed during the semester. This process provides the Practicum Student, the campus Site Supervisor, and the university Field Supervisor with a basis for evaluating the Practicum Student's progress during the Practicum.

Site Supervisor Summative Practicum Student Evaluation Form

The campus Site Supervisor will also complete a three-page **Site Supervisor Summative Practicum Student Evaluation Form** at the end of the semester**.** The Site Supervisor may also complete formative Practicum Student evaluation forms during the semester to document an Practicum Student's progress. All completed assessment profiles must be submitted to the university as part of the Practicum Student's final ePortfolio.

Suggestions for Campus Supervisor/Site Administrator

The quality of the Practicum is related to the support provided by the campus site administrator and university professor. The following are suggestions for you, the campus Site Supervisor, based on prior successful Practicum experiences.

1. Make the Practicum a valuable experience for the aspiring administrator.
2. Explain to the faculty the role and responsibilities of the Practicum Student
3. Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
4. Assign the aspiring administrator the opportunity to work in the office substituting in the absence of the principal or assistant principal.
5. Give honest feedback to the Practicum Student. Constructive feedback will help the aspiring administrator address areas of growth.
6. Allow the Practicum Student to participate in parent conferences and teacher evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
7. Assist the aspiring administrator with planning the outcomes, deadlines, and needed resources when assigning projects and activities to the Practicum Student.
8. Assign professional reading and share important news items with the Practicum Student.
9. Assign varied activities and so that the Practicum Student can see all areas of administration. Align the activities to the Texas principal standards and nine principal competencies.
10. Assist in the selection of a model campus for the Practicum Student to spend part of the day. The aspiring administrator is required to obtain at least four hours in an off-campus shadowing experience on a campus that is at a different grade level. Please determine if the shadow days will be professional leave or personal leave for the Practicum Student.
11. Schedule the Practicum Student to shadow you during a full day (or you may substitute two half days). The Practicum Student should observe and assist you in all your activities. Be sure and ask the Practicum Student to be present for your entire day (i.e. from 7 a.m.-7 p.m.) so that the Practicum Student can get a realistic view of the job. While it may be awkward to have someone with you throughout the day, shadowing is very valuable.

Class Participation

Practicum Students should participate fully in all activities and assignments in order to maximize their learning experience. This means that you should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) self-disciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Regardless of circumstance, each assignment is due on the date specified. Practicum Students are expected to work to complete the assignments of the course. The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all Practicum handbook activities. The Practicum Student will meet with the instructor a minimum of three times during the semester.

Visits

You will meet individually with the instructor via phone/virtual means during the semester at times mutually agreed upon by you and the instructor. During those meetings, the Field Supervisor will:

- visit with the principal during the first visit
- visit with the Practicum Student

Philosophy Statement

Prepare a PowerPoint presentation that illustrates and presents your personal philosophy of education based on the following scenario:

You have recently been hired to lead a campus (your choice of elementary or secondary) that is in need of improvement. The campus has had three principals in the past five years. The faculty initially appears to be somewhat stable, but closer examination reveals a split between experienced teachers and a rotating contingent of new teachers. State test scores are not bad, but neither can they be classified as good. The students are reasonably well-disciplined, and parental involvement is average for your type of school. You have called a faculty meeting prior to the beginning of school. It is your intent to introduce yourself to your faculty members and to let them know where you stand in terms of the issues facing your new school. Your presentation should include at least the following:

- An introduction to you as a professional educator
- Your beliefs regarding the professional learning environment
- The overall educational philosophy that guides your thinking
- The role of teachers in the learning environment
- The role of students in the learning environment
- The role of parents in the learning environment
- Your expectations for members of the learning community
- How you envision success at your school

Your presentation should be as long as needed to accomplish the intent of the assignment. Even so, it should leave the reader with a solid impression of who you are, what you believe, and for what you stand; accomplishing these objectives will require some detail. Your presentation should be professional in content, organization, and presentation, and suitable for presentation to faculty or superiors. Your presentation should include appropriate graphics and formats. Feedback on your presentation will be provided by the instructor and your colleagues. Your presentation should be uploaded to Doc Sharing in order to be viewed by each member of the class and the instructor.

Global Leadership Project

Practicum Students will partner with three members of their class and learn about building cultural community through global leadership in education. Specifically, Practicum Students will investigate educational leadership in different parts the world, analyze the diverse perspectives, and problem-solve to lead change (the action steps) for school improvement. A five page reflection paper will be the culmination of the **Global Leadership Project**. You will want to reference professional readings that you have completed in the reflection.

Student Learning Outcomes: The principal Practicum Student will be able to investigate educational leadership in different parts of the world, analyze the diverse perspectives and problem-solve to lead change (the action steps) for school improvement.

Two Shadow Activities (on campus and off campus)

Shadow the campus principal for a full day (or two half days) and another administrator for at least half a day (four hours) on another campus at a different level. Provide written responses to each of these shadowing activities based on the ten reflective questions listed below. The reflection should be placed in eCollege. Please use APA format and list the reflective questions with the answers following each question. Respond to each question and be sure to write at the "analysis" and "evaluation" levels of Bloom's Taxonomy. Each set of responses should have the following information:

1. **Overview**-Give an overview to include the date of shadowing, time of shadowing, the campus where the shadowing took place, the district name, the principal's name, years the principal has served at the campus, history of the school, etc.
2. What events took place while shadowing the principal?
3. What insight or learning took place during the shadowing experience?
4. How could the shadowing experience impact your practice as a future principal?
5. How could the shadowing experience impact your practice as a classroom teacher?
6. How has this experience provided insight or learning that you might not have gained without the shadowing experience?
7. What conversations took place?
8. What questions were asked?
9. What advice or coaching was provided by the principal?
10. What was the most memorable observation or activity?

Critical Assignment-ePortfolio

The ePortfolio is the Critical Assignment for this course and should document all of the required Practicum activities including:

Folder 1-TEA Documents
Folder 2-Resume and Cover Letter
Folder 3-Competency Artifacts (folders to document each of the nine competencies and a minimum of five artifacts for each competency)
Folder 4-Reflections
Folder 5-Philosophy Power Point

Folder 6-Global Leadership Project
Folder 7-Shadowing Activities (on and off campus)
Folder8-Forms & Most Valuable Experience/Course Evaluation

Provide documentation of all required activities to the instructor on the last Friday before the end of class in an electronic portfolio. The portfolio should be organized in a way that will allow the easy review of all the required materials.

Grading

While the final course grade is the sole judgment of the professor, the following scale will be used as a guide.

90-100 = A = Excellent/Outstanding
80-89 = B = Good/Noteworthy
70-79 = C = Average/Proficient
60-69=D = Below Average
59-below = F = Unacceptable

Note: While the completion of the minimum 160 hours is necessary for a passing grade in the course, the other assignments listed will figure into the overall grade assigned by the instructor. As such, the grading strategy for this course is based on the successful completion of all required activities.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled Practicum Student browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Practicum Student connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and Practicum Studentet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and Practicum Studentet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your Practicum Studentet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	**iPhone – Pearson LearningStudio Courses for iPhone** **Android – LearningStudio Courses - Phone**
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online

• View and respond to all discussions in individual Courses

• View Instructor Announcements in individual Courses

• View Graded items, Grades and comments in individual Courses

• Grade to Date

• View Events (assignments) and Calendar in individual Courses

• View Activity Feed for all courses

• View course filters on activities

• View link to Privacy Policy

• Ability to Sign out

• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific 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. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting 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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus

document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

EDAD 610 --Spring 2018--Calendar			
Course Weeks	Due Date	Assignment	Point Value
Week 1—January 16	January 21	Reflection 1	6 points
Week 1—January 16	January 21	Practicum Proposal	0 points
Week 1—January 16	January 21	Practicum Log (Cover Sheet Only)	0 points
Week 2—January 22	January 28	Discussion 1	3 points
Week 3—January 29	February 4	Reflection 2	6 points
Week 3—January 29	February 4	Self- Evaluation Form	0 points
Week 4— February 5	February 11	Discussion 2	3 points
Week 5— February 12	February 18	Reflection 3	6 points
Week 6- February 19	February 25	Discussion 3	3 points
Week 6- February 19	February 25	Log 1	20 points
Week 7— February 26	March 4	Philosophy Power Point	20 points
Week 8— March 5	March 11	Discussion 4	3 points
Week 9— March 19	March 25	Reflection 4	6 points
Week 9— March 19	March 25	Observation Video	0 points
Week 10—March 26	April 1	Discussion 5	3 Points
Week 11—April 2	April 8	Log 2	20 Points

Week 11—April 2	April 8	**Pre-Conference #2 Discussion Thread**	0 Points
Week 12 - April 9	April 15	**Post-Conference #2 Threaded Discussion** **Post Conference #1 Phone Conferences**	3 points
Week 12 - April 9	April 15	Global Leadership Group Project	12 points
Week 12 - April 9	April 15	**Interactive Observation #2 PowerPoint/Video**	0 points
Week 12 - April 9	April 15		0 points
Week 13 - April 16	April 22	**Pre-Conference #3 Discussion Thread**	3 points
Week 13 - April 16	April 22	On Campus Shadowing	15 points
Week 14 – April 23	April 29	**Post-Conference #3 Discussion Thread**	3 points
Week 14 – April 23	April 29	Log 3	20 points
Week 14 – April 23	April 29	Off Campus Shadowing	15 points
Week 14 – April 23	April 29	**Interactive Observation #3 PowerPoint / Video**	0 points
Week 14 – April 23	April 29	Site Supervisor Summative Evaluation	0 points
Week 15—April 30	May 6	ePortfolio	30 Points
			200 Points