



## **EDAD 561**

### **Multicultural Education for School Administrators**

#### **COURSE SYLLABUS: Spring 2019**

*Please Note: All assignments and due dates are subject to change at the discretion of the instructor. Students will be advised of changes via university email and announcement postings in D2L.*

**Instructor:** Dr. Mary Webb, Assistant Professor

**Office Location:** Remote

**Office Hours:** Virtual

**Cell Phone:** 870.307.4038

**Office Fax:** 903.886.5507

**University Email Address:** mary.webb@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** 24 hrs

## **COURSE INFORMATION**

### **Textbook(s) Required**

**(1) Why Race and Culture Matter in Schools**

Author: Tyrone C. Howard

Publisher: Teachers College Press

**(2) Preparing for School Leadership in Texas: Mastering the Principal Competencies and Challenges of 21st Century School Leadership**

Author: Kriss Kemp-Graham

Publisher: NCPEA Publications

*Syllabus/schedule subject to change*

### (3)Publication Manual of the American Psychological Association / Edition 6

#### Course Description

*Multicultural Education for School Administrators* - Three semester hours. The purpose of this course will be to critically examine variables of race, power, legitimacy, cultural competence, poverty, disability, ethnicity, gender, age, language, and other factors impacting learning in Texas, the United States and globally in public education systems (PK-12). Emphasis will be placed on the varied leadership styles and skills needed to provide effective leadership for 21<sup>st</sup> century schools and 21<sup>st</sup> century students.

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.

Multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguisticism, ableism, ageism, heterosexism, religious intolerance, and xenophobia.

Multicultural education advocates the belief that **students and their life histories and experiences** should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must **critically analyze oppression and power relations in their communities, society and the world.**

To accomplish these goals, multicultural education demands a school staff that is culturally competent, and to the greatest extent possible racially, culturally, and linguistically diverse. Staff must be multiculturally literate and capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives, experiences, and democracy. Multicultural education requires comprehensive school reform as multicultural education must pervade all aspects of the school community and organization.

**Recognizing that equality and equity are not the same thing**, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of **social**

**justice.**

--National Association of Multicultural Education

[http://www.nameorg.org/definitions\\_of\\_multicultural\\_e.ph](http://www.nameorg.org/definitions_of_multicultural_e.ph)

Student Learning Outcomes: *Students will be challenged and expected to:*

1. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas Principal to establish and implement a shared vision and culture of high expectations for **ALL** staff and students as evidenced by the school leaders' ability to leverage school culture to drive improved outcomes and create high expectations for **ALL** (*TAC Rule §149.2001*)
2. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas Principal to promote the success of **ALL** students by acting with integrity and fairness and in an ethical manner by promoting awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community (*TAC Rule §241.15*).
3. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas School Principal to act with integrity, fairness and in an ethical and legal manner by applying knowledge of ethical issues affecting education; applying legal guidelines to improve learning opportunities; serving as an advocate for all children and promoting the continuous and appropriate development of **ALL** students (*SBEC Principal Competency 003*).
4. Demonstrate through the satisfactory completion of the Global Education Research Project and engagement on discussion boards knowledge and application of the interconnectedness of global dynamics (issues, processes, trends and systems)—(TAMUC—QEP/SLO #1,2)
5. Demonstrate through active participation in all required assignments in this class students will view themselves as engaged citizens within an interconnected and diverse world. (TAMUC—QEP/SLO #3)

### **COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND SBEC TEXES COMPETENCIES**

- *TAC Rule §241.15--Principal Standards II-Learner Centered Values and Ethics of Leadership*
- *TAC Rule §149.2001--Principal Standards 4-School Culture*
- *SBEC TeXes Competencies 003--The Principal knows how to act with integrity, fairness, and in and in an ethical and legal manner.*

#### **TAC Rule §241.15 Principal Standards II--Learner Centered Values and Ethics of Leadership**

Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical

manner. At the campus level, a principal understands, values, and is able to:

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) model and promote the continuous and appropriate development of all learners in the campus community;
- (4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
- (5) articulate the importance of education in a free democratic society.

### **TAC Rule §149.2001--Principal Standards 4-School Culture**

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

- (i) Effective culture leaders:
  - (I) leverage school culture to drive improved outcomes and create high expectations;
  - (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
  - (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
  - (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
  - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

- (i) **Shared vision of high achievement.** The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) **Culture of high expectations.** The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- (iii) **Intentional family and community engagement.** The principal engages families and community members in student learning.

- (iv) **Safe school environment**. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) **Discipline**. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

### SBEC TeXes Competency- 003

**The Principal knows how to act with integrity, fairness, and in an ethical and legal manner.**

The principal knows how to:

- A. model and promote the highest standard of conduct, ethical principles and integrity in decision making, actions and behaviors.
- B. implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- C. apply knowledge of ethical issues affecting education.
- D. apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- E. apply laws, policies and procedures in a fair and reasonable manner.
- F. articulate the importance of education in a free democratic society
- G. serve as an advocate for all children.
- H. promote the continuous and appropriate development of all students.
- I. promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation

### COURSE ASSIGNMENTS

***Discussion Board (7)***  
***(Student Learning Outcomes #1-5)***  
***35% of Course Grade***

The discussion forums in this class are designed for Masters' level scholarly discussions of the application of school leadership theory to practice that should be guided by TAC Principal Standards and SBEC TeXes Competencies aligned to this course. Students are expected to respond from the perspective of a novice Texas school leader guided by the TAC Standards, instructional materials provided throughout this course/program and applicable outside resources. Students are expected when framing discussion post responses to be guided by and directed by the TAC standards and course instructional materials. ***Personal opinions have no place in the 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 length*, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). When you are responding to your peers' posts you should support your responses from the readings assigned during this week. Grading for your discussion posts are as follows:

- One reply- highest grade (excluding extra points for posting early) that you can earn for the week is an 80.
- Two replies- highest grade (excluding extra points for posting early) that you can earn for the week is a 100.

To earn an **A** for the discussion posts, you must post replies a minimum of **twice a week** and you must provide citations in APA and your posts should not include personal opinions and unsubstantiated facts. Posts should be connected to the instructional materials. **Extra points (+10)** will be provided to those students who post their first response by **Thursday** of each week. (These points will be given at the end of the course.) To maximize your learning experiences in this course, I would suggest that you engage with the discussion board throughout the week and not wait until the last minute to post. Many of your peers will post intriguing and thoughtful responses that are worthy of meaningful exchanges.

All discussion board posts should be supported by the readings assigned during the week. Remember, you must use APA citation formatting when posting (All posts). Please refer to your APA Manual. Citation of your sources are required for ALL posts. **Please do not attach documents in the discussion board.**

**Standards being assessed:** *TAC Rule §241.15; TAC Rule §149.2001; SBEC TeXes Competency 003*

***Written Assignments/Case Study Responses (2)-School Leader Role Playing  
(Student Learning Outcomes #1-3,5)  
30% of Course Grade***

In this course you will be assigned (2) case studies to review from the *Preparing for School Leadership in Texas: Mastering Principal Competences and Challenges of 21<sup>st</sup> Century Leadership* textbook that will focus on issues of race, class, culture, poverty, ethnicity and other factors that impact learning of traditionally marginalized students. It is important that you review all artifacts provided in the case. This is your opportunity to demonstrate your understanding of how theory links to practice, more specifically, **SLOs #1-3,5. This is your opportunity to demonstrate what you would do if you were a school leader placed in this particular situation.**

**Format for Papers to be submitted:**

- 1. Papers must be submitted in the 6<sup>th</sup> APA format.**
- 2. Papers should be written in MS Word and uploaded to the appropriate dropbox. **Papers should not be submitted in PDF Format.****

**Standards being assessed:** *TAC Rule §241.15; TAC Rule §149.2001; SBEC TeXes Competency 003*

**QEP Global Project—GROUP PROJECT/Critical Assignment**  
**Global Education Research (Argumentative/Analytical) Paper**  
*(Student Learning Outcomes # 2,4,5)*  
**35% of Course Grade**

### **Scope of Project**

Principal Preparation Programs are charged with the responsibility of educating and preparing aspiring schools leaders to successfully lead 21st Century Schools. Leading 21<sup>st</sup> century schools will require aspiring school administrators to be both culturally and globally competent. The purpose of this global education research paper is to provide aspiring school leaders in the Principal Preparation Program enrolled in EDAD 561 with an opportunity to engage in research to complete a culminating final product that requires the rigorous involvement in the process of research, critical thinking, source evaluation, organization, and composition that will *demonstrate student knowledge and application of the interconnectedness of the global dynamics of issues, trends, processes and systems* juxtaposed in global educational systems. It is expected that at the conclusion of this research activity that students will have engaged in the critical analysis, synthesis and evaluation of numerous sources of information to inform their research and thus, the artifact submitted for this project will demonstrate each students' ability to:

1. ***Critique*** global educational systems, processes, or outcomes;
2. ***Evaluate*** the development of global educational institutions and practices;
3. ***Assess*** the relationships between global education and society;
4. ***Investigate*** learning and other educational disparities related to wealth, gender, ethnicity, language and socio-demographic status in global education school systems;
5. ***Evaluate*** the relationships between global education and cultural processes, democratization, globalization, economic development and political conflict.
6. ***APPLICATION TO PRINCIPAL LEADERSHIP IN TEXAS--Based on what you have learned about your selected student population including their challenges and experiences, how would you prepare your teachers to deal with students from this region in the world.***

### **Directions-THIS IS A GROUP PROJECT**

For these assignment students (as a group) will write either an ***argumentative*** or ***analytical*** research paper on a **current global public education issue** in a PK-12 school system. This research paper should be between 8-10 pages in length (excluding cover sheet and bibliography). There will be no less than 5 references used for this paper. **Wikipedia cannot be used as a reference.** This graduate level research paper will be written in APA 6<sup>th</sup> style—please refer to your APA manual for formatting. Students will select from **one** of the below topics for this research:

1. School Crisis in Puerto Rico—Lider Schools (Charter Schools)
2. International Refugee Schools (Country of Choice)
3. Culture of South Korean Schools

*Students will refer to the course shell for background information on each of the above topics.*

### **Rubric**

A rubric will be used to score this assignment. Please see rubric in the course shell.

**Standards being assessed:** *TAC Rule §241.15; SBEC TeXes Competency 003*

## **COURSE POLICIES**

### **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. (See current Student Guidebook).

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>

## **COURSE OUTLINE AND EXPECTATIONS**

### **DESIGN OF THE CLASS**

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

### **CLASS PARTICIPATION**

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience. This web based course will be made up of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to have recorded weekly minutes in the eCollege portal. The eCollege reports these minutes to me. In certain circumstances if a student is (inactive) for “0” recorded minutes, they are dropped from the course.

Students must be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

### **ONLINE CLASS ENVIRONMENT**

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

### **GRADING—Scoring Rubrics located in the DocSharing Tab**

<b>Assignment/Assessment</b>	<b>SLO</b>	<b>TAC/SBEC Competency</b>	<b>% Of Grade</b>
Discussion Board (7)	1-5	§241.15; §149.2001; 003	35
Written Assignments/Case Study Responses (2)	1-3,5	§241.15; §149.2001; 003	30
QEP Global Research Paper (1)	2,4,5	§241.15; 003	35

Final grades will be calculated on the following scale

<b>90-100</b>	<b>A</b>	<b>Excellent</b>
80-89	B	Good
70-79	C	Poor
Below 70	F	Unacceptable

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

### **ASSIGNMENTS**

#### ***Completion of assignments***

Each student is expected to work individually and/or with a group at the direction of the instructor to complete the assignments of the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to the professor and work submitted to the wrong dropbox will not be accepted. Please be mindful of your submission deadlines.

#### **Late Work Policy**

In each module there will be a late box with the exception of the **last week of class**. Work that is not completed by the due date may be placed in the late box. Late work will not be accepted beyond the second day after the due date. Please note that late work **WILL** be penalized. The penalty is as follows

- 1 day late      One Letter Grade Penalty
- 2 days late     Two Letter Grade Penalty

Points will be deducted from the graded assignment. For example, a student submits an assignment one day after the due date. The assignment is graded and the student earned a B on the assignment. An additional deduction is required because of the late submission. Therefore the final grade that the student will receive will be a C. Had the student submitted the work on time, the student would have earned a B. Therefore, it is imperative that you submit your work in on time. **There will be no late box for the last week of class.**

### **Internet Outages.**

In the instances when you experience internet outages and you are requesting an extension, documentation of the outage will need to be provided. Please contact your internet provider for the documentation. If you are in an area that is prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing ECollege. Ecollege can be accessed on your smart phones. Additionally, there are numerous places where internet access is Free:

1. McDonalds
2. Starbucks
3. Public Library
4. Dairy Queen
5. Barnes and Nobles
6. TAMUC Campus

Please have a back up plan for internet outages.

### **Computer/Technology Problems**

In the instances when you experience problems with accessing ECollege, please contact IT for assistance. Please provide the instructor the name of the IT technician that provided you with assistance. The technician will also provide you with a “ticket number;” that number should also be forwarded to the instructor.

## **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet 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](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- 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) <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](http://www.tamuc.edu/myleo.aspx).  
<http://www.tamuc.edu/myleo.aspx>

**You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).**

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 in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

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

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio 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. You then will be able to get assistance via online chat, email or by phone.

**Note:** Personal computer 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, an Internet cafe, or a bookstore, such as Barnes & Noble, 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 to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

#### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto: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). <https://leo.tamuc.edu>

#### **Learner Support**

Go to the following link [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/)- created to serve you by attempting to provide as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

Go to the following link [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)- focused on providing 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.

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

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.

## 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](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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**

This course is divided into modules. Successful completion will require participation and submission of assignments in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the “Course Calendar” tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.