EDAD 615 (01W) **Leading Effective Schools**
COURSE SYLLABUS: FALL 2017

Instructor: Dr. Paul Tapper, Assistant Professor

Office Location: TAMUC – Education North
Office Hours: Tuesdays: 9:00 a.m. – 2:00 p.m. & upon request
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Preferred Form of Communication: Email
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

TEXTBOOKS
You will need two books for this course:
1. Vornberg, J. A. & Hickey, W. D. (Eds.). (**2016**). *Texas public school organization and administration:* (**15th ed.).** Dubuque, IA: Kendall/Hunt Publishing Company.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

TECHNOLOGY REQUIREMENTS

This is an online class. All of the instruction and assignments will be delivered using the eCollege learning media platform.

Course Description

This introductory course provides an overview of school administration in Texas, which includes roles, functions, and duties of those who are charged with supervising schools in Texas. Critical review and analysis of principles of effective school leadership and organizational theories aligned to SBEC Principal Standards are examined and applied to the current challenges of leading 21st century schools in Texas.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND TEXES COMPETENCIES

- *TAC Rule §241.15 Principal Standards I-VII*
- *TAC Rule §149.2001Principal Standards 1-5*
- *TeXes Competencies 001-009*

Student Learning Outcomes:
This course surveys contemporary organization and management theories that are relevant to the administration of schools in Texas. Through reviewing, discussing, and writing about theory on complex organizations and organizational behavior, students will acquire professional knowledge needed for understanding processes, analyzing problems, developing services, and managing schools in Texas. To achieve the goals of this course, via course readings, lectures, activities and written assignments, the student will:

1. Critically examine the responsibility of the Texas principal in shaping campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. *(TeXes Competency 001; Standard II-Learner Centered Leadership and Campus Culture-TAC Rule §241.15; Principal Standard 4: School Culture-TAC Rule §149.2001)**

2. Critically review and analyze the governance system of Texas Public Education *(TeXes Competency 007-009; Standard V-Learner Centered Organizational Leadership and Management-TAC Rule §241.15; Principal Standard 5: Strategic Operations-TAC Rule §149.2001)*

3. Historically examine and critically explore racial and ethnic groups in Texas to identify effective educational programing this is reflective of varied histories, cultures, hopes and aspirations of school children in Texas *(TeXes Competency 001-006; Standard I-Learner Centered Values and Ethics of Leadership and Standard II-Learner Centered Leadership and Campus Culture and Standard VII- Learner Centered Instructional Leadership and Management-TAC Rule §241.15; Principal Standard 1: Instructional Leadership and Standard 3: Executive Leadership-TAC Rule §149.2001)*

4. Critically review and analyze management theories and empirical research on school leadership to determine the applicability of the theories to the roles and functions of school leaders in Texas *(TeXes Competency 001-009; Standard I-Learner Centered Values and Ethics of Leadership, Standard III-Learner Centered Human Resources Leadership and Management, Standard V-Learner Centered Organizational Leadership and Management, Standard VI-Learner Centered Curriculum Planning and Development-TAC Rule §241.15; Principal Standard 1: Instructional Leadership, Principal Standard 2: Human Capital, Principal Standard 3: Executive Leadership, Principal Standard 4: School Culture and Principal Standard 5: Strategic Operations-TAC Rule §149.2001)*

5. Critically examine ethical school leadership and ethical decision making for school leaders in Texas that support the success of all students *(TeXes Competency 003;*

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*Standard 1-Learner Centered Values and Ethics of Leadership-TAC Rule §241.15;
Principal Standard 3-Executive Leadership-TAC Rule §149.2001)*

COURSE REQUIREMENTS

Instructional Methods

Design of the Class:

This is an online class. All of the instruction and assignments will be delivered using the eCollege learning media platform and thus, some obvious technological resources will be required.

This web-based course relies heavily on written responses, interaction, and discussion. It is problem-based and inquiry oriented. Learning in this course will take place as a result of online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises in online venues.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case studies, independent research, and the direct teaching model.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly, daily. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

When sending me an email please be sure that you have the included your name and Course Number (EDAD 615) in the subject line.

This class design is based on constructivist learning 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

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learning experiences. Each class may consist of several learning activities including (but not limited to) group discussion, student-led learning activities, 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 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:
- conscious of the class schedule and the requirements for each class,
- self-disciplined,
- eager to share with your classmates. Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

ASSIGNMENTS AND GRADING:

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.

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.

Text Reading Assignments:
The weekly assigned readings from the texts serve to provide you with strong theoretical contexts for your explorations into public education administration. The readings along with the threaded discussions allow for you and your classmates to extend your learning opportunities by seeing the concepts in the books through multiple perspectives.

Threaded Text Discussions—SLOs# 1-6 (15% of your grade):

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You will be provided with a weekly discussion prompt. The discussion forums are the place where 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 your peers' posts. You are required to post a minimum of TWO responses per week. Posts should be throughout the week. BOTH posts should not occur on the same day. Posting all responses on the same day will result in a 50% credit for the week.

Your initial post and subsequent responses to your peers' posts should be supported by the readings and other instructional materials assigned during the week. Remember, you must use APA formatting when posting (All posts). Please refer to your APA Manual. Citation of your sources is required for ALL posts. Please do not attach documents in the discussion board.

Grading Criteria:
- The discussants will demonstrate an observable understanding of the content being discussed.
- The understanding will be at the critical thinking and synthesis level.
- The discussants will demonstrate an ability to engage the audience in a
- Discussion that is relevant to the content of the topics and related concepts.
- This can be done in a variety of ways including, but not limited to:
  - posing engaging questions;
  - eliciting responses;
  - engaging the learners in an activity or task.

The discussants will demonstrate the ability to effectively organize the discussion. This includes:
- keeping the discussion focused on the topic;
- providing structure (beginning arguments, closing arguments, wrap-up or synthesis);
- staying within the timeframe allotted for discussion;
- using effective media (if applicable).

The discussants will demonstrate the ability to respond to questions effectively. The discussants will demonstrate the ability to relate the concepts discussed in the articles to personal and professional experience by using examples from everyday practices.

Weekly Reflection Papers –SLOs #1-6 (18% of your grade)
Reflection assignments are required weekly. You will be asked to reflect on the readings, videos and article assigned for each module. You will identify the Principal Standard and TeXes Competency that is most aligned to the content presented for each respective module. You will then justify your selection. For example, if you believe that the content presented this week is most aligned to Principal Standard 2 and TeXes Competency Five, share your rationale. Your rationale must include specifics from the instructional materials reviewed for this week. In the reflection, your beliefs, experiences, recommendations or implications for current or future practice should be included.

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- For example--What does this practice mean to you as a current or aspiring administrator?
- How does this information assist you in doing a better job or being a better administrator?
- How would this information help your current administration in terms of their practices and implementation of policies and protocols?
- Were there two or three concepts that stood out to you-or scream to you that the framers of the policies were on the right track or completely wrong.

Critical Assessment—SLO #1 (30% of your grade)

Review Case Study:
*Congratulations, you are the new Principal of the school described in the assigned case study (Case study will be provided to you by the Instructor). You are being asked to **create a plan of action** for how you will shape the campus culture of the school presented in the case study. This plan should inclusive of the strategies that you will use to demonstrate how you as the Principal will facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

Standards being assessed: *(TeXes Competency 001; Standard II-Learner Centered Leadership and Campus Culture-TAC Rule §241.15; Principal Standard 4: School Culture-TAC Rule §149.2001)**

Basis for Evaluation	Unsatisfactory (0 Pts)	Meets Expectations (10 Pts)	Exceeds Expectations (12 Pts)	Exemplary (13 Pts)
School Summary	Did not include	Summary includes demographic data about students and faculty.	Summary includes school and community data.	Summary includes school and community data. Strengths and weaknesses are identified and linked to the vision of the school.
Strategies for creating a campus culture	Did not include	Specifically identifies strategies for creating a campus culture that sets high expectations, promotes learning, and provide intellectual stimulation for self, students and staff. References from the case study are included.	Specifically identifies strategies for creating a campus culture that sets high expectations, promotes learning, and provide intellectual stimulation for self, students and staff Connects strategies to vision and campus culture. Data from the case study are included. Supports strategies with references from research.	Specifically identifies strategies for creating a campus culture that sets high expectations, promotes learning, and provide intellectual stimulation for self, students and staff Connects strategies to vision and campus culture. Data from the case study are included and linked specifically to the strategy. Supports strategies with references from research. Strategies are presented in S.M.A.R.T goals
Involvement of stakeholders	Did not include	Specifically identifies strategies for involving all stakeholders in	Specifically identifies strategies for involving all stakeholders in	Specifically identifies strategies for involving all stakeholders in planning

		planning processes to enable the collaborative development of a shared campus culture vision focused on teaching and learning. References from the case study are included.	planning processes to enable the collaborative development of a shared campus culture vision focused on teaching and learning. References from the case study are included. Connects strategies to vision and campus culture. Data from the case study are included. Connects those strategies to campus culture and vision. Supports strategies with references/citations for the research.	processes to enable the collaborative development of a shared campus culture vision focused on teaching and learning. Connects strategies to vision and campus culture. Data from the case study are included and linked specifically to the strategy. Supports strategies with references from research. Timeline provided. Names of business provided. Specific resources are identified and aligned to needs. Strategies are presented in S.M.A.R.T goals format
Parental and Community engagement	Did not include	Specifically identifies strategies in plan that ensures that parents and other members of the community are integral part of the campus culture. References from the case study are included.	Specifically identifies strategies in plan that ensures that parents and other members of the community are integral part of the campus culture. Data from the case study are included. Connects those strategies to campus culture and vision. Supports strategies with references/citations for the research.	Specifically identifies strategies in plan that ensures that parents and other members of the community are integral part of the campus culture. Data from the case study are included and linked specifically to the strategy Connects those strategies to campus culture and vision. Supports strategies with references/citations for the research.. Strategies are presented in S.M.A.R.T goals format
Collegial relationships and effective collaboration in schools.	Did not include	Provides strategies in plan to implement strategies to ensure the development of collegial relationships and effective collaboration. Data from the case study are included.	Provides strategies in plan to implement strategies to ensure the development of collegial relationships and effective collaboration. Connects strategies to campus vision and culture. Data from the case study are included. Supports strategies with references/citations from the research	Provides strategies in plan to implement strategies to ensure the development of collegial relationships and effective collaboration. Data from the case study are included and linked specifically to the strategy Connects strategies to campus vision and culture. Supports strategies with references/citations from the research. Strategies are presented in S.M.A.R.T goals format
Diverse	Did not include	Provides strategies in	Provides strategies in	Provides strategies in plan

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Campus Needs		plan to respond appropriately to diverse needs in shaping the campus culture. Data from the case study are included.	plan to respond appropriately to diverse needs in shaping the campus culture. Connects strategy to campus culture and vision. Data from the case study are included. Links strategies to research based practices/provides citations.	to respond appropriately to diverse needs in shaping the campus culture. Data from the case study are included and linked specifically to the strategy Connects strategy to campus culture and vision. Links strategies to research based practices/provides citations. Strategies are presented in S.M.A.R.T goals format
Contributions of students, staff, parents and community members toward the realization of the campus vision	Did not include	Provides strategies in plan to acknowledge and celebrate the contributions of students, staff, parents and community members toward the realization of the campus vision. Data from the case study are included.	Provides strategies in plan to acknowledge and celebrate the contributions of students, staff, parents and community members toward the realization of the campus vision. Data from the case study are included. Links strategies to research based practices/provides citations.	Provides strategies in plan to acknowledge and celebrate the contributions of students, staff, parents and community members toward the realization of the campus vision. Data from the case study are included and linked specifically to the strategy Links strategies to research based practices/provides citations. Strategies are presented in S.M.A.R.T goals format.
APA Format	NO	YES		

GRADING
90-104 A
80-89 B
70-79 C
0-69 F

Please adhere to APA 6th format guidelines. A copy of the transcribed interview should be included as an appendix.

This assignment should be uploaded to the appropriate dropbox.

LEADERSHIP PAPER
(20% of Grade)
NO LATE SUBMISSIONS

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This paper will be based on your reflections about new insights gained about School Leadership in Texas. To help you organize your paper and provide some structure to your reflection, your paper should have the following sections:

1. Title page
2. Body
    a. Introduction-***What does it mean to be a School Leader in Texas***. Your first paragraph MUST include a brief summary of the demographics of students in the state of Texas. This data can be obtained from the TEA website—the data must be recent. This data should be written in summary form and not presented in a chart. Remember to provide the correct APA citations. It's important to remember that Texas is a very DIVERSE state.
    b. Provide an in-depth narrative of how your thoughts on the role of the principal have changed from the "you" as teacher to "you" as the Texas school leader. This should be viewed via the lens of the Principal Competencies and Standards—remembering all that you will do as a school leader should be guided by the Principal Competencies and Standards. Your narrative should be supported (via citations) by the instructional materials you have been presented thus far in this course.
    c. Identify at least one "thought leader" (ie, Pedro Noguero, Linda Darling-Hammond, Geoffrey Canada, Michael Fullan, a chapter author from the Vornberg & Hickey text etc.) that you have been introduced to thus far in this course that has caused you to "reflect" on leadership; changed your thinking about leadership; changed your thinking about students or schools; made you have an AHA moment- identify the "thought leader" and exactly what the "thought leader" said or DID and your response. Provide a detailed description of the impact the "thought leader" had on you--- be specific in describing how you believe this will impact your practice as a leader moving forward.
3. Conclude your paper with your expectations for this program in preparing you for the Principalship in Texas as well as your expectations for yourself as a novice Principal in Texas. (This section should be no more than a paragraph—no more than 1/3 of a page).
4. Reference page

This paper should have a minimum of 5 pages and a maximum of 7 pages in length (not including the title or reference pages). Papers should be double spaced, size 12 font (New Times Roman), and follow the format for papers as specified by the APA Publication Manual. It should also be free of technical errors (spelling, punctuation, proper use of grammar, etc.). While your paper is reflective in perspective—which means you can use "I"—it should otherwise be scholarly in tone and presentation.

Since your paper is reflective in content, you don't have to worry about providing me with the "right answer" or giving me what you think I want you to say. This paper is designed to provide you with the opportunity to solidify your thinking on the main ideas of the course, which in many ways will provide an important foundation for courses yet to come. However, your paper will be graded with several things in mind, including the quality and depth of your response. We

have covered a great deal of material in this course, and I am looking for your ability to analyze, synthesize, integrate, and discuss cogently what you have learned. *(NOTE: The appropriate use of quotes and references will greatly enhance the quality of your paper.)*

TExES (068) Principal Representative Test (17% of your grade)

The TExES (068) "Representative" or practice test is designed to provide practice for those who desire to take the TExES (068) Principal Certification Test at program conclusion. However, in this course you will take the "Representative" Test during this, your first semester of study. You might ask why? Students taking this "Representative" or practice test during the first semester of study will benefit from having an awareness of their Texas principalship strengths and areas needing improvement from the very beginning of the program. The principal preparation coursework and the Texas principal certification test are built upon the Texas principal domains and competencies; that is, the skills and competencies required to become a successful beginning principal in Texas public schools. Why is this information is important to have? The information obtained may increase the likelihood of greater student' success on the post program Texas certification test and the program will benefit from knowledge as to its level of success with its curriculum and instruction.

Students may contact the TAMUC Testing Center with questions regarding TExES (068) Principal "Representative" Test information and scheduling by contacting the Testing Center, Student Access and Success Center / One Stop Shop, 2200 Campbell St., Commerce, Texas 75428, Phone (903) 886-5122. The Director of Academic Testing can be reached at (903) 886-5140 and the Testing Coordinator at (903) 468-6021. Keep in mind that you can schedule and take the test at most Texas public or private institutions of higher education or even some community colleges.

The following procedures should be followed:
1. Contact an institution and inform them that you are a student enrolled at TAMUC within the master's program in educational administration and desire to take the TExES (068) Principal "Resource" Test as part of a course requirement.
2. Ask the institution if they would allow you to take the TExES (068) Principal "Representative" Test and that if you would personally receive the results which include the overall test and competency scores. If the institution that you contacted will not allow you to take the TExES (068) "Representative" Test due to institutional policy, continue contacting institutions until your find one who meets the expectations above.
3. When you receive your overall test and competency scores, you can scan the score report and place it into the proper drop box of your EDAD 615 course. The drop box is associated with Module 1.

Note: Test results will be used to allow and insure that your course instructor has the necessary information to council students as to their principalship competency and skills that they now possess and that the student knows his/her strengths and areas for

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needed improvement at the very beginning of the program allowing for an anticipated increase in learning and higher scores on the TExES (068) Principal Certifying Test.

Individual test results are always confidential and will never influence student course grades
IF YOU HAVE AN QUESTIONS REGARDING THE TESTING REQUIREMENT OR RUN INTO ANY ISSUES, CONTACT DR. WARREN ORTLOFF, EDAD 615 LEAD PROFESSOR AT (469) 734-9341 or Warren.Ortloff@tamuc.edu

Final grades in this course will be based on the following scale:

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

Weekly Discussions	15 points
Weekly Reflection Writings	18 points
Critical Assessment	30 points
Final Leadership Paper	20 points
TExES Resource Test	17 points
TOTAL POINTS	100 Points

TECHNOLOGY REQUIREMENTS

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

- 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.

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- *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

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

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

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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 internet 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:

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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 internet 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 internet 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.

PEARSON COURSES	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

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	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
E-mail is the best method to contact me. TAMU-Commerce provides an efficient system of email for communication for class work and individual communication. I will check my

e-mail each weekday. *Please reserve the use of cell phone calls for emergencies. You may also feel free to text me if needed.* I will be happy to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Examination Policy
Questions will require analysis and synthesis requiring the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy
Assignment due dates are posted in the assignment section of eCollege along with instructions for each assignment. All projects should be submitted in the eCollege dropbox and saved as a .doc or .docx file unless specified otherwise.

Late Work
Late work will not be accepted in the course.

Incompletes
An incomplete will not be available for this course.

Extra Credit
Extra Credit is not available for this course.

Graduate Online Course Attendance Policy
A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. Expectations for attendance on-line will be posted with each assignment. Learning will be segmented into weeks or units. Materials and assignments will be available to students and then close on established dates. It is important to stay on schedule with the class agenda.

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.

The *syllabus/schedule are subject to change.*

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/13stude
nts/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/13stude
nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude
nts/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

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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/34Safet yOfEmployeesAndStudents/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
The course is divided into modules that will open and close on specified dates. Please see course calendar tab for specific dates. Completion will require participation and submission of assignments in each module. Any changes in the course outline and due dates will also be posted under the announcements.

The *syllabus/schedule are subject to change.*