



## **EDAD 628. OTE 81721. SCHOOL DISTRICT CEO LEADERSHIP: THE SUPERINTENDENT COURSE SYLLABUS: Fall 2018 – Spring 2019**

### **INSTRUCTOR INFORMATION**

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Preferred Form of Communication: Email  
Communication Response Time: 24 hours

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings:**

Harris, Sandra, Ballenger, Julia, & Mixon, Jason. (2016). *Standards-based leadership: A case study book for the superintendency* (2<sup>nd</sup> Edition). Rowman & Littlefield Publishers: Maryland. ISBN 978-1-4758-2078-2

Wilmore, Elaine. (2010), *Passing the superintendent TExES Exam: Keys to certification and district leadership*. Corwin, Thousand Oak, Cal. ISBN-978-1-4129-5619-2

American Psychological Association. (2011). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

#### **Suggested Books:**

Cambron-McCabe, Nelda, Cunningham, Lavern L., Harvey, James and Koff, Robert H., *Superintendent's Fieldbook: A Guide for Leaders of Learning*, Corwin Press, 2005, paperback. ISBN: 1-4129-0611-3.

*The syllabus/schedule are subject to change.*

Fairman, Marvin and McLean, Leon, *Enhancing Leadership Effectiveness: Strategies for establishing and Maintaining Effective Schools*, Joshua Publishing, Lenexa, Kansas, 2003, paperback. ISBN: 0-9745557-0-3.

Education Criteria for Performance Excellence, Baldrige National Quality Program. This and other publications on the Baldrige in Education Program are available for a free download at: [www.quality.nist.gov/Education\\_Criteria.htm](http://www.quality.nist.gov/Education_Criteria.htm).

Goleman, Daniel, Bosnatis, Richard and McKee, Ann, *Primal Leadership: Learning to Lead with Emotional Intelligence*, Harvard Business School Publishers, 2002, paperback. ISBN: 1591391849.

Hickey, W.D. & Vornberg, J. A. (Eds.). (2017). *Texas Public School Organization and Administration*. Dubuque, IA: Kendall Hunt Publishing Company.

Hoyle, John R., Bjork, Lars G., Collier, Virginia, Glass, Thomas, *The Superintendent as CEO*, Corwin Press, 2005, paperback. ISBN: 0-7619-3168-6.

Web Sites:

American Association of School Administrators at [www.aasa.org](http://www.aasa.org).

Texas Association of School Administrators at [www.tasanet.org](http://www.tasanet.org).

Texas Education Agency at [www.tea.state.tx.us](http://www.tea.state.tx.us)

TEXES Preparation Materials, Registration and Test Dates at <http://www.texas.nesinc.com/>

## **Course Description**

The purpose of this EDAD 628 online course is to study the basic functions, duties responsibilities and current problems confronting practicing school superintendents. Consideration is also given to administrative theories, organizational behavior, and relations with the school board. This course, which mirrors EDAD 611, will cover the Fall Semester and Spring Semester.

Prerequisite: Principal certification and admission into the superintendent certification or doctoral program.

Co-requisite: Enrollment in EDAD611

The course will be designed to meet the TExES Competencies for the Superintendent Certificate in three domains:

- Leadership of the Education Community
- Instructional Leadership
- Administrative Leadership

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## **Student Learning Outcomes**

This superintendent course provides opportunities to work with administrators and other student in the pursuit of learning school administration. This capstone course will afford the student the opportunity to enhance her/his knowledge and experiences, the opportunity to strengthen his or her qualifications, and the opportunity to prepare for the superintendent certification test. The student should be able to:

1. Demonstrate administrative skills, techniques, and theory by examining and evaluating case studies.
2. Identify leadership styles that will affect administration of a school district.
3. Identify the components of vision statement and the methods of vision casting.
4. Reveal their organization understanding and develop a professional action plan.
5. Identify test taking strategies and demonstrate these strategies by taking the superintendent practice test and enrolling to take the Texas Education Agency Superintendent Certification Test.
6. Identify the components of a district improvement plan and illustrate the plans development and implementation.
7. Identify the elements of AEIS Reports and demonstrate usage of this information.
8. Explain the elements of communication and collaboration and state how these are integrally important to the administration of a school district.
9. Demonstrate the ability to conduct a self-assessment and identify one's strengths and weaknesses.
10. Demonstrate the ability to identify the Standards of Leadership and the Competencies for each standard.

The content of the course will be organized to develop The Superintendent as CEO of a Learning Organization.

## **COURSE REQUIREMENTS**

The student will access and follow all course instruction found in the units, which are located in the content area of the eCollege course. Additionally, the student will attend designated face-to-face meetings. Assignments are to be learning experiences for the students. As a graduate level course, the instructor expects quality work from each student. This work should be supported by adequate preparation and involvement. Learning will be achieved through readings, assignments, group interaction, and class participation. This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Students are expected to weekly work on various combinations of assignments, activities, discussions, readings, projects, and class interaction. Evaluation will be based upon successful completion of each of the performance expectations.

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## Course Topics

As an overview, the course will cover these topics.

### Superintendent Leadership Standards

#### Superintendent Standard I

Learner-entered Values and Ethics of Leadership:

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

#### Superintendent Standard II

Learner-Centered Leadership and School District Culture:

A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

#### Superintendent Standard IV

Learner-Centered Policy and Governance:

A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

#### Superintendent Standard VI

Learner-Centered Organizational Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.

#### Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

### Domain I — Leadership of the Educational Community

**Competency 001:** The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

**Competency 002:** The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

**Competency 003:** The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community

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interests and needs and mobilize community resources to ensure educational success for all students.

**Competency 004:** The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

### **Domain III — Administrative Leadership**

**Competency 008:** The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

**Competency 009:** The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

**Competency 010:** The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

### **Practicum Evaluation**

A final grade of A, B, C, D, or F will be assigned at the end of the semester. Input from the district supervising administrator, the A&M-Commerce supervisor, and the student will be used in determining a grade. 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.

### **Self-Assessment Profile**

This profile is to be completed periodically by each student. The form is located in the Handbook for the Superintendent's Certification Program, Attachment I.

### **Suggestions for Site Supervisor**

The quality of the practicum is related to support provided by cooperating superintendent/central office administrator and the university professor. The following are suggestions for the student and the campus site administrator.

- Be willing to make the practicum a valuable experience for the student.
- Explain to the faculty the role and responsibilities of the student

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- Allow the student a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
- Be honest with your feedback. Constructive feedback will help the student address areas of growth.
- Allow the student to participate in district conferences and district evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
- When assigning projects, assist the student with planning the outcomes, deadlines, and needed resources.
- Share professional reading and important news items with the student.
- While the student is available to assist you with a variety of tasks, please try to vary the assignments so that the student gets diverse experience.
- The student is required to obtain at least 8 hours in a second assignment and attend at least one off-campus staff development that relates to district officials.
- Allow the student to “shadow” the site supervisor during a full day. They should observe and assist you in all your activities. Be sure and ask them to be present for your entire day (i.e. 7a.m.-7p.m.) so that they 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 and not replicable in a university setting.

## **COURSE REQUIREMENTS**

### **Assignments/projects:**

During the course of study, students will submit assignments/projects as follows:

**Case Studies:** Using the ten case studies for the superintendency presented in the Standards-Based Leadership book, write a reflective analysis of each case study within the framework of the major competencies and Texas Leadership Standards for the superintendent certification. Guiding questions for discussion posts will allow the student to demonstrate leadership thinking, processing, and profound knowledge. The reflective analyses are to be uploaded in Student Doc category, located in the Doc Sharing tab of the course shell.

Learning Outcomes- 1, 5, 7

Assessment for Assignment – 1 @ 10-points each      Total of 100 points

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**Organization Analysis:** Complete an organizational analysis of the district in which you are interning. Prepare your perceptions of the alignment of the organization with the issues of the conceptual framework in Appendix A of your Enhancing Leadership Effectiveness book, prepare a flowchart showing the communications/decision making among the functional responsibilities including the superintendent AND prepare recommendations for developing the capacity to reconcile the organizational health issues according to the conceptual framework in Appendix A.

**Hero/Self-Assessment Project:** Select a hero (mentor or coach) and develop a profile as a benchmark based on the Texas standards, complete a self-assessment based on the same standards; and then develop your professional development plan for the next five years.

Learning Outcomes- 2, 4, 8, 9

Assessment for Hero Assignment – 100 points

Assessment for self-assessments – 50 points/assessment: 100 points

The instructor will utilize the Hero/Self-Assessment Rubric for the assessment.

**Leadership Action Plan:** Using the Baldrige Organizational Profile for Self-Assessment and Action Planning, the District Improvement (Strategic) Plan, the Texas Academic Performance Reports (TAPR); prepare a vision statement and an action plan you would follow as the superintendent.

Learning Outcomes- 3, 4, 6, 7, 9

Assessment for Assignment – 100 points

The instructor will utilize the Leadership Action Plan Rubric for the assessment.

### **Discussion Board/Reflection:**

Unit lesson includes learning activities that may include small and large group discussion, reflection activities, and individual learning activities, and written papers. In order for this course to be beneficial, each student is expected to participate in online discussion, to ask relevant questions, and to share the results of their study and reflection. Consequently, each student is to be conscious of the class schedule and prepare to share with classmates in conversation and activities.

Learning Outcomes- 3, 4, 6, 7, 9

Assessment for Discussion Board Assignment –10 points/assignment: 140 points

Assessment for Reflection papers – 50points/assignment: 150

The instructor will utilize a discussion rubric for the assessment.

**Class Meetings/Seminars:** Students are required to attend Saturday seminars and to complete test taking activities and group assignments. Students will be expected

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to analyze test questions, determine information that the actual question is seeking and provide an explanation or rationale for the determination of the most correct answer.

Learning Outcomes- 1, 2, 3, 4, 5, 6, 7, 8, 9

Assessment for Assignment – Class Participation: 50points/meeting: 150 points

Assessment Rubrics will be used for each project.

**Exams:** Student will complete the practice superintendent certification exams at a testing site or on campus. There is a TAMU-C testing fee of \$20 per exam.

Learning Outcomes – 1 through 9

Assessment for Assignment: Each exam and final exam: 200 points/exam: 600 points Students should prepare for the test using study guides as provided.

Exams are intended to address all the TEA Superintendent Domains and Competencies.

**Other Assignments:** Due to the nature of the course, other assignments may be assigned for student learning and assessment.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students are expected to navigate through D2L learning management system, use Microsoft Word and PowerPoint, and utilize computer software skills for use in presentation, graphics programs, and communication.

## **GRADING**

FINAL GRADE:

A = 90 or more Points

B = 80-89 Points

C = 70-79 Points

D = 60-69 Points

F = 59 or less Points

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## **Assessment Method:**

### **Case Studies**

Learning Outcomes- 1, 5, 7

Assessment for Assignment – 1 @ 10-points each Total of 100 points

### **Organizational Analysis:** Learning Outcomes- 1, 2, 4, 8

Assessment for Assignment – 100 points

The instructor will utilize the Organizational Analysis Rubric for the assessment.

### **Hero/Self-Assessment Project:**

Learning Outcomes- 2, 4, 8, 9

Assessment for Hero Assignment – 100 points

Assessment for self-assessments – 50 points/assessment: 100 points

The instructor will utilize the Hero/Self-Assessment Rubric for the assessment.

### **Leadership Action Plan:**

Learning Outcomes- 3, 4, 6, 7, 9

Assessment for Assignment – 100 points

The instructor will utilize the Leadership Action Plan Rubric for the assessment.

### **Discussion Board/Reflection:**

Learning Outcomes- 3, 4, 6, 7, 9

Assessment for Discussion Board Assignment –10 points/assignment: 140 points

Assessment for Reflection papers – 50points/assignment: 150

The instructor will utilize a discussion rubric for the assessment.

### **Class Meetings/Seminars**

Learning Outcomes- 1, 2, 3, 4, 5, 6, 7, 8, 9

Assessment for Assignment – Class Participation: 50points/meeting: 150 points

Assessment Rubrics will be used for each project.

**Exams:** Student will complete the practice superintendent certification exams at a testing site or on campus. There is a TAMU-C testing fee of \$20 per exam.

Learning Outcomes – 1 through 9

## **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

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Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS

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Device	Operating System	Browser	Supported Browser Version(s)
			10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

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/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)

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- [Apple Quick Time](http://www.apple.com/quicktime/download/) <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.

## ACCESS AND NAVIGATION

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](mailto:helpdesk@tamuc.edu).

**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.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



#### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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## **Interaction with Instructor Statement**

The preferred communication means is email. Most emails receive and response within the hours but no less than 24 hours. Students can expect feedback on assignments.

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

### **Course Specific Procedures/Policies**

Late work is not accepted.

### **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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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](#)

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<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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@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.

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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**

Concurrent semesters: Fall and Spring  
August 27, 2018 through May 10, 2019.

The course is divided into units. Usually, two weeks assigned for each unit, which will open and close on specified dates. Successful completion will require participation and submission of assignments each week. An assignment schedule will be posted in the course tree or side bar. Any changes in the course outline and due dates will also be posted under the announcements.

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