EDAD 634 01W 40911: Examining the Dynamics of Change and Conflict Resolution in Educational Systems

Summer EDAD 634

INSTRUCTOR INFORMATION

Instructor: Dr. Jackie Ray Thompson
Office Location: TAMUC – Education North
Office Hours: Upon request
Office Phone: 903-886-6086
University Email Address: TBD
Preferred Form of Communication: Email
Communication Response Time: 24 hours

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

American Psychological Association. (2009). *Publishing manual of the American Psychological*

Association (6th ed.). Washington, DC.

Supplemental Materials (Strongly Recommended):

- Texas Administrative Code; Title 19; Part 7; Chapter 242; Rule §242.25
- Superintendent Certificate Standards.

I highly recommend that you download and save all materials in the course you deem useful. You may not have access to the course materials by the time you take the comprehensive examinations. You will want to refer to the course materials when answering the comprehensive question for this course. There may

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be multiple articles and supplemental materials included in our course for your use. These will be appended into each discussion thread for your comment.

Covid19 Information

"A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. "

"Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments."

Course Description

This course is an in-depth, advanced examination of the emerging body of contemporary literature in change theory and conflict management within education organizational systems. The course includes a culminating experience with students developing their own scholarly driven change model as it applies to their education organizational context.

Prerequisites Doctoral status: EDAD 695 Min Grade C and EDAD 671 Min Grade C and EDAD 601 Min Grade C and EDAD 637 Min Grade C

Upon completion of this course students will be able to successfully construct and implement an answer to the following scenario:

> Describe a change situation that you will have to face as a public-school administrator. Detail the theoretical underpinning you will use to guide the process of changing a complex institution like a public-school system. What data will you use to recognize that there is a need for change? What steps would you take, at what levels, to initiate the process? How will you monitor the change? What measures will you use to determine the success of the change initiative?

Student Learning Outcomes for EDAD 634 (*in italics*)

Upon completion of this course students will understand how to:

A. *Learner-Centered 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. A superintendent 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 school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
  (3)   serve as an articulate spokesperson for the importance of education in a free democratic society;
  (4)   enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
  (5)   maintain personal physical and emotional wellness; and
  (6)   demonstrate the courage to be a champion for children.

B. *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. A superintendent understands, values, and is able to:
  (1)   establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
  (2)   *facilitate the development and implementation of a shared vision that focuses on teaching and learning;*
  (3)   *implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;*
  (4)   *conduct and analyze school district/campus climate inventories for effective and responsive decision making;*
  (5)   *institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;*
  (6)   recognize and celebrate contributions of staff and community toward realization of the school district's vision;
  (7)   *demonstrate an awareness of emerging issues and trends affecting the education community;*

(8)   encourage and model innovative thinking and risk taking and view problems as learning opportunities; and

C. *Learner-Centered Human Resources Leadership and Management.*
A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:
(1)   develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
(2)   facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;
(3)   implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
(4)   deliver effective presentations and facilitate the learning of both small and large groups;
(5)   implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
(6)   develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
(7)   demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
(8)   demonstrate and apply knowledge of certification requirements and standards; and
(9)   diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

D. *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. A superintendent understands, values, and is able to:

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(1) define and apply the general characteristics of internal and external political systems to the educational organization;

(2) demonstrate and apply appropriate knowledge of legal issues affecting education;

(3) provide leadership in defining superintendent and board of trustee's roles, mutual expectations, and effective superintendent-board of trustees working relationships;

(4) *determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;*

(5) *prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;*

(6) use legal systems to protect the rights of students and staff and to improve learning opportunities;

(7) apply laws, policies, and procedures fairly, wisely, and considerately; and

(8) access state and national political systems to provide input on critical educational issues.

E. *Learner-Centered Communications and Community Relations.*
A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:

(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;

(2) *analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;*

(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;

(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;

(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;

(6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;

(7) *use effective consensus-building and conflict-management skills;*

(8)   articulate the school district's vision and priorities to the community and to the media;

(9)   influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;

(10)   communicate an articulate position on educational issues; and

(11)   demonstrate effective and forceful writing, speaking, and active listening skills.

F. *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. A superintendent understands, values, and is able to:

(1)   *implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;*

(2)   implement processes for gathering, analyzing, and using data for informed decision making;

(3)   *frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;*

(4)   *develop, implement, and evaluate change processes for organizational effectiveness;*

(5)   implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;

(6)   apply legal concepts, regulations, and codes for school district operations;

(7)   perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;

(8)   acquire, allocate, and manage resources according to school district vision and priorities;

(9)   manage one's own time and the time of others to maximize attainment of school district goals; and

(10)   use technology to enhance school district operations.

G. *Learner-Centered Curriculum Planning and Development.*
A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum

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resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:

(1)   *apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;*

(2)   implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;

(3)   implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;

(4)   develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;

(5)   evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;

(6)   facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;

(7)   facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and

(8)   facilitate the effective coordination of school district and campus curricular and extracurricular programs.

H. *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. A superintendent understands, values, and is able to:

(1)   *apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;*

(2)   facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;

(3)   facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;

(4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;

(5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);

(6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;

(7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;

(8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;

(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and

(10) create an environment in which all students can learn.

COURSE REQUIREMENTS

Design of the Course

This course is conducted in a 100% online format. All of the instruction and assignments will be delivered using the D2L learning media platform and thus, some obvious technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Access to a Webcam
- Document Productivity Software (Microsoft Office preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from D2L (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the D2L 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 emails be sure that you have the included your name and Course Number (EDAD 634) 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 the expectation that all students participate fully for all activities and assignments in order to maximize their learning experience.

Each class may consist of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture 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 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),
(3) eager to share with your classmates (participating actively by sharing what you have prepared). 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:

Regardless of circumstance, all assignments are due on the date specified. All assignment rubrics are found in Doc Sharing. All documents will be submitted in Word for grading.

Late work is not accepted, unless prior approval received by the instructor. Points may be deducted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

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Reading Assignments
The assigned readings 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.

Video Viewing Assignments:
The videos embedded into modules provide some alternate views of the topic under examination for that particular week. Note that many videos are academic in nature and correlate to the change paradigms under examination. I have also included many videos that are commercial in nature. These videos offer glimpses into the prevailing educational business marketplace and how change and conflict management are contemplated. You will get a definite feel that someone is trying to sell you something. Are you buying?

Written Assignments

A number of written assignments will be submitted by students. These may be essays, journal entries, power point presentation, interview report, and/or a reflection paper. Students are to follow the APA 6 writing format. All assignment must have a title page and a reference page is scholarly work is cited or referenced.

Threaded Discussions:

Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

These are the discussion board topics you will read about and respond to at least twice weekly. These are the activities that will allow us to build our knowledge of topics collectively as a learning community. You will receive grades for only select postings, so plan accordingly. I will read and respond to select postings and try and share the flavor of the themes I see emerging. I suggest you do the same thing as you expand your professional understanding! Also, it will help you develop tools you will use during your comprehensive examinations. Please see the instructions under the Discussion tab in the Modules. Late discussion postings will not be accepted.

Discussion Thread Criteria:

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Some characteristics we consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post (thread) early in the session (by Thursday at the latest), and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session. Demonstrate the ability to respond to questions effectively.

- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief — keep each post and response to one or two short paragraphs. Remember, your fellow learners will be reading and responding to you, too.

- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic. Demonstrate the ability to relate the concepts presented to personal and professional experience by using examples from everyday practices.

- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate), supporting your statement with concepts from the readings or by bringing in a related example or experience. Address the questions as much as possible (don't let the discussion stray). Try to use quotes from the articles that support your postings. Include page numbers when you do that.

- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors. Use proper etiquette (proper language, typing, etc.).

Scholarly Group Activity and Submission

Each group is to envision a situation in which a major change had to be made or will need to be made in an institution of education. This may be a real situation or a construct. You will discuss and form the topic in your group on discussion boards as posted in the threads and share your deliberations and final choice with all. Follow the description below:

- *Describe a change situation that you will have to face as a public-school administrator.*
- *Detail the theoretical underpinning you will use to guide the process of changing a complex institution like a public-school system.*
- *What data will you use to recognize that there is a need for change?*
- *What steps would you take, at what levels, to initiate the process?*
- *How will you monitor the change?*
- *What measures will you use to determine the success of the change initiative?*

Your groups have been form with four students. Organize yourselves according to tasks that are to be completed. Each group will prepare and submit a multimedia presentation and a word document of their plan for classmate viewing (Doc Share - both the paper and presentation) and grading (Assignment Folder-paper only). The multimedia submission may be narrated PPT, video or other? The multimedia task should be between 5 and 8 minutes in length. The paper is to be more detailed and no more than 7 pages in length (include title page and reference page). Please use APA 6 formatting.

GRADING

Student Performance Evaluation: Evaluation will be based on successful completion of each of the performance expectations. Each expectation has been assigned points towards the total on which the final course grade will be based.

Cloudsourcing Scholarly Group Activity (project, paper, & discussion)	100 points
All assignment except the Cloudsourcing	20 points each

FINAL GRADE will be based on the following scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

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Course Organization

This course is organized by modules/units based on the dynamics of change and conflict resolution. Some topics may be studied across multiple weeks. All assignments due the assigned timeframe must be submitted by the posted due date. The calendar found in this course describes the modules found in each week of the 15-week course. Be sure to adhere to deadlines. This is a reading intensive course. I recommend you read ahead if at all possible.

What to Do First
Download syllabus, then open and read the Introduction module. Careful reading of the weekly announcement is strongly recommended as any changes updates, and important areas of information will be noted.

How to Proceed with Class Activities Each Module
1. Access and follow all course instructions found in the unit content area of the D2L course (left navigation bar).

2. Read the assigned readings, links, and other resources provided in the syllabus and in the D2L units. Links to documents are provided in the module units.

3. Respond to class questions or posted discussion board questions using the D2L discussion tool. Links to the discussion boards are found under each unit content of the course on the left navigation bar of D2L. Each discussion will have its individual link on the left navigation bar.

4. Complete and submit assignments electronically using the D2L drop box tool/tab located in the toolbar at the top of the D2L course window. Required assignment instructions, due dates, and submission information will be provided by the instructor via D2L modules. Instructions and rubrics are found in DocSharing.

5. View links, briefs, and PowerPoints as assigned.

6. Complete the course assignments according to the instructions provided in this syllabus and the D2L module content.

Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EdAd 634. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary. *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, grades are given to primarily provide feedback to students and to*

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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 rubrics provided.

TECHNOLOGY REQUIREMENTS

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.

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

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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 **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 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:

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- o Sound card, which is usually integrated into your desktop or laptop computer
- o Speakers or headphones.
- o *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.

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:
- o Adobe Reader https://get.adobe.com/reader/
- o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
- o Adobe Shockwave Player https://get.adobe.com/shockwave/
- o 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.

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**.**

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

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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.

Interaction with Instructor Statement

Email is the primary mode of communication that will be used in this course. I will attempt to answer emails within 24 hours. Please be sure that the email you have listed with TAMUC is the one you wish to use. D2L uses the MyLeo email that was provided to you upon admittance to the University, unless you have changed your primary email through the system.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

University Specific Procedures
ADA Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

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

Fax (903) 468-8148 StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

Citizenship:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures. Conduct)

Late work:

Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Incomplete Grades*:*

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks" (Policy A 122.07, EDAD 671 Online Course Syllabus – MacDonald - 6/5/2010 12

1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Attendance:

This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. **The quality of your contributions and regular participation in weekly activities will be considered attendance***. It is strongly encouraged that you attempt to log into the course each day – Monday through Friday. Please check your MyLeo email for messages in order to keep*

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*current. If we do synchronous sessions via ClassLive PRO, **these sessions will not be required.***

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

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

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just

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disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

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](#)

Plagiarism:

*Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.*

Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

In a nutshell, the term "copyright" refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of "original works of authorship" including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:

Having a tutor or friend complete a portion of your assignment.

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Having a reviewer make extensive revisions to an assignment.

Copying work submitted by another student to a public class meeting.

Using information from Online information services without proper citations.

Again, all papers, reports, etc. may be submitted for review by the online library service "Turitin".

Specific instructions will be given at a later date for access and use.

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

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

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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.

Format of Course

The course is divided into modules that will open and close on specified dates – most are about two weeks each. Generally, all modules open on Mondays and close on Sundays. 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 in D2L. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

Syllabus:
The syllabus may be changed during the course. An announcement will be made in the course shell when a change is made.

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