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## **EDAD 611,91B, The Practicum 2024**

COURSE SYLLABUS: SEMESTER YEAR

### **INSTRUCTOR INFORMATION**

Instructor: Jerome (Bud) Nauyokas Ed.D.  
Office Location: Young North  
Office Hours: Online  
Office Phone: 972.348.1076  
University Email Address: bud.nauyokas@tamuc.edu  
Preferred Form of Communication: **email or call**  
Communication Response Time: 24 hours

### **COURSE INFORMATION**

#### **Course Description**

The practicum incorporates 7 projects in significant areas within the school district which the Superintendent must understand and coordinate for the district to run efficiently.

Standards addressed

1. §242.15. Standards Required for the Superintendent Certificate. (a) Superintendent Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).
2. (b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with

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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.

3. (c) 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) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals; (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision; (8) demonstrate an awareness of emerging issues and trends affecting the education community; (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.
4. (d) 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 Superintendent Certificate §242. February 2016 Update Page 3 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

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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.

5. (e) 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: (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 trustees 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.
6. (f) 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; §242. Superintendent Certificate Page 4 February 2016 Update (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

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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.

7. (g) 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 decisionmaking 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.
8. (h) 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 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; Superintendent Certificate §242. February 2016 Update Page 5 (4) develop and implement

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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.

9. (i) 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. Source: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202.

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# **COURSE REQUIREMENTS**

## **Minimal Technical Skills Needed**

## **Instructional Methods**

## **Student Responsibilities or Tips for Success in the Course**

## **GRADING**

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

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments        20%

Discussions        20%

Midterm Exam     30%

Final Exam        30%

TOTAL              100%

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## Assessments

Participation will be required from every student. There is a SBEC requirement for a minimum of 160 clock hours of Superintendent type work, approved by the site supervisor and University Supervisor..

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## 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

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

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## **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

### **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:

<https://www.britannica.com/topic/netiquette>

### **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>

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## **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 Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

## **Students with Disabilities-- 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:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 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

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veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Department or Accrediting Agency Required Content**

### **COURSE OUTLINE / CALENDAR**

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