



**EDAD 637 Advanced Organizational Behavior
Summer 2024 Syllabus
Department of Educational Leadership
Texas A&M University-Commerce**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

REQUIRED

Owens, R. Valesky, T. (2021) Organizational Behavior in Education: Leadership and School Reform / Edition 12

The syllabus/schedule are subject to change.

COURSE DESCRIPTION

Advanced Organizational Behavior in Education. Three semester hours. The application of theories of organizational behavior to the problems of educational institutions. Through the examination and application of theories including but not limited to leadership, decision-making, communication, motivation, power and influence, group dynamics, and change, this course is designed to develop diagnostic and problem-solving skills necessary for successful leadership of educational organizations. Prerequisite: Doctoral status.

Student Learning Outcomes derived from (Superintendent Certificate Standards) for EDAD 637 (*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;*
- (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*

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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;*
- (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:

- (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.*

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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 and 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.*

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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 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 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:

apply knowledge and understanding of motivational theories to create conditions that empower

- (1) 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;*

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- (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;*
- (10) and create an environment in which all students can learn.*

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COURSE OBJECTIVES

Objective 1

Students are expected to become familiar with reform movements, historical leadership perspectives, and notable leaders in management and leadership approaches.

Objective 2

Students are expected to complete all reading assignments, participate in class discussions (web discussions dates are listed in the assignment schedule) by prescribed due dates.

Objective 3

Students are expected to become familiar with strategies for change implementation.

Objective 4

Students will demonstrate an understanding of organizational theories and notable historical figures via a written Final Reflection Paper.

Objective 5

Students will demonstrate an overall understanding of organizational theories and behaviors as demonstrated through the mid-term and final exam.

COURSE REQUIREMENTS

Instructional Overview:

The instructor will create 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 will actively participate in the class. This is a web-enhanced course and elements of learning will be provided through D2L. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbook and other assigned readings, projects and class interaction. This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of activities, discussions, readings, research, etc. Evaluation will be based upon successful completion of each of the performance expectations. Each expectation has been assigned points toward the total upon which the final course grade will be assigned. Learning Activities will include the following:

Attendance and Participation

I assume you will use your best discretion in balancing work and family obligations with your course requirements. It is your responsibility as a professional to let the course professor know of any absences or problems you may be experiencing in meeting deadlines. **“Attendance” in an online course is measured through timely submission of all assignments and timely, ongoing participation in discussion threads.** Students are expected to prepare for, and actively participate in weekly assignments and discussion threads. Participation in class means focus should be on the course topics and assignments. **LATE WORK IS NOT ACCEPTED.**

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Preparation for Class (Overall Participation)

Students are expected to be prepared each week by thoroughly completing weekly assignments (required reading, reports, class discussion and other activities as assigned).

Discussion Threads

This is an extremely important element of the class. There will be required discussion threads during some of the modules presented this semester. There may be more than one discussion thread per module. Participation is expected in all discussion threads. The discussions will primarily focus on your change projects and questions you may have. **It is expected that responses are substantive and include citations as appropriate.**

Qualitative/Quantitative Reflection Activity

Locate two articles regarding organizational behavior. One article needs to be primarily of a quantitative research design and one article needs to be primarily of a qualitative research design. Report the findings of each article and compare and contrast the two methods of research design and data collection procedures. Describe which research paradigm you feel provides the most accurate account of organizational behavior? Describe why you favor this research paradigm. The length of the reflection paper is **6-8 pages (not including references)** and must be thoroughly edited before submission and must conform to **the 7th APA Style Manual** for writing accuracy.

Organizational Culture/Motivation Paper

Myth of the Garage - Read the two sections entitled "I love you, Now What" and "The Curse of Incentives"

Prepare a 2-3 page paper. Include your insight on how to find middle ground with these two concepts. How can you as a leader provide praise and find appropriate use of incentives? Why is this concept important in the overall understanding of organizational culture/motivation?

Elephant and Rider Activity

Review the Heath Materials entitled "Switch" in the lecture tab. Describe the paradigms and how they relate to the notion of organizational change. Provide an example of "Directing the Rider" and an example of "Motivating the Elephant". The length of the reflection paper is **3-5 pages** and must be thoroughly edited and conform to **APA 7th Edition Style Manual** for writing accuracy before submission.

Final Reflection Paper

The final reflection will cover material from your assigned readings as well as change models covered during lectures. The length of the reflection paper is **15-20 pages (not including references)** and must be thoroughly edited before submission and must conform to **the 6th APA Style Manual** for writing accuracy. Comprehensive exams will likely require familiarity with the topics and names in the list below. Each topic below is tied into educational change and reform. Consider each of the topics listed below regarding the various historical reform movements and strategies. Select 3 names/topics and provide a paper of compare/contrast. Your paper should include some personal application with each of the topics selected. Personal application could include a personal experience in an educational organization, an idea for change within an

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organization, etc. Please structure your paper in the following manner:

Introduction: What 3 names/topics have you selected and why?

Body: Overview of each with comparisons and personal applications

Conclusion: Your final analysis of the names/topics identified

GRADING

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% and below

Caveat: This syllabus represents a relationship between the professor and the student regarding the evaluative measures and the content included in EDAD 637. 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 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.

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Fredrick Taylor and Scientific Management Theory

Max Weber

Maslow Hierarchy of Needs

Henry Ford

Classical Management Styles of Leadership

Elton Mayo's Hawthorne Experiments

Human Relations Movement

Chris Argyris – top down and shared leadership theories

Rensis Likert

Models of Leadership: Fiedler (1978) and Hersey & Blanchard (1988)

Frederick Herzberg

School Reform Movements

Baldrige National Quality Program

TQM – Edward Demming

Tribes

Community Partnerships

Learning Communities

Peter Senge's 5th Dimension

Service Learning in schools

Accelerated School Movement

High Schools That Work Movement

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The following web sites have been provided for you and may be helpful to you in providing you with information regarding historical figures, historical reform movements, philosophies, and change theory.

Research Resources:

American Association of Colleges for Teacher Education [http](http://www.aacte.org)

www.aacte.org

American Association of School Administrators

www.aasa.org/

Chronicle of Higher Education

<http://chronicle.com/>

National Association for Secondary Principals

<http://www.nassp.org/>

Development of Management Thought

<http://choo.fis.utoronto.ca/FIS/Courses/LIS1230/LIS1230sharma/history6.htm>

Classical Management Styles of Leadership

http://www.infed.org/leadership/traditional_leadership.htm

Fredrick Taylor and Scientific Management

<http://www.netmba.com/mgmt/scientific/>

<http://www.fordham.edu/halsall/mod/1911taylor.html>

Max Weber

<http://www.criticism.com/md/weber1.html>

Henry Ford

<http://www.hfmgv.org/exhibits/hf/>

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Henry Taylor

<https://archive.cortlandreview.com/issue/six/taylor6.htm>

Maslow Hierarchy of Needs

<http://www.edpsycinteractive.org/topics/conation/maslow.html>

<http://www.nwlink.com/~donclark/leader/leadhb.html>

Human Relations Movement

<https://www.hrzone.com/hr-glossary/what-is-the-human-relations-movement>

<https://www.businessnewsdaily.com/10633-human-relations-movement.html>

Elton Mayo's Hawthorne Experiments

<https://www.learnmanagement2.com/eltonmayo.htm#:~:text=Elton%20Mayo%3A%20Hawthorne%20Experiments&text=Elton%20Mayo's%20team%20conducted%20a,Western%20Electric%20Company%20in%20Chicago.>

<https://www.bl.uk/people/elton-mayo#>

Chris Argyris

<https://hbr.org/1977/09/double-loop-learning-in-organizations>

<https://hbr.org/1991/05/teaching-smart-people-how-to-learn>

<https://infed.org/mobi/chris-argyris-theories-of-action-double-loop-learning-and-organizational-learning/>

Rensis Likert

<https://www.britannica.com/biography/Rensis-Likert>

Frederick Herzberg

<https://www.mindtools.com/pages/article/herzberg-motivators-hygiene-factors.htm>

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School Reform Movements

<https://www.encyclopedia.com/social-sciences/news-wires-white-papers-and-books/education-reform-movement>

Baldrige National Quality Program

<http://www.nist.gov/baldrige/>

TQM – Edward Demming

<https://deming.org/explore/fourteen-points/>
<https://deming.org/theory-of-knowledge/>

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

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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

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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, D2L supports 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:
 - 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.

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- 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/)
 - [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.

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.

Additionally, while I am happy to provide any reasonable amount of support with the course content to ensure your success, I am not able to provide technical support. Please seek tech support from appropriate outside resources

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Quality of Online Course Communication

We will be sharing personal experiences and individual reflections as we discuss course concepts. You are encouraged to share your personal and professional experiences. However, in order to assure that we can have a free and open discussion, we expect each person to respect the confidentiality of classmates. At the same time, you are asked to exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information.

Our discussion goal is to be collaborative, not combative. Experience suggests that even an innocent remark in the online environment can easily be misconstrued. We suggest you always reread and edit your responses carefully before posting in order to make certain that the wording in your message will not be seen as a personal attack. Personal attacks and harsh tones will not be tolerated and will negatively affect your grade. We expect you to be positive in your approach to others and diplomatic with your words. Your instructors are also committed to do the same in all of our communications.

Interaction with Instructor

Email is the best way to reach me during weekdays. During the workweek, a reply will be sent within 24-48 hours, depending upon the time your message was received. If you do not receive a response, please assume your message was not received and email again or contact me via phone (texting is also fine).

This course is an online course technically supported by the Texas A&M University-Commerce campus-wide computer platform D2L. We will have access to and begin using D2L the first day of class. If you are not familiar with the use of D2L or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page.

It is critical for you to check your MyLeo email every day, as I will be communicating with you as we go both within the course online environment and through university email.

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.



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System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Communication with Instructor

E-mail is the best method to contact me during the week. TAMU-commerce D2L provides an efficient system of email for communication for class work and individual communication. I will check my e-mail each weekday. I am also available via cell phone if needed. If you would like to meet, please email me for an appointment. I will be happy to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Procedures

Assignments

You will be able to check your grades in the grade book throughout the course. You will be graded on assignments, participation, and assessments, so be sure to turn in assignments on time. The grade will also be affected (either positively or negatively) by the mechanics of writing (i.e. spelling, punctuation, grammar, organization, flow, format, etc.). **PLEASE PROOFREAD! PLEASE PROOFREAD!** In order to maintain spontaneity in discussions, you will not be graded on spelling or grammar on any material within the discussion threads but this does NOT mean you should not proofread. Proofreading in online classrooms is a form of courtesy to your reader (i.e. classmates and professor).

I hope to make this course a positive learning experience for all involved including myself. I assure you that I will do everything I can to promote your success. Studying is a lonely, difficult task, but with the support from others in this course, it can be very rewarding.

Check your MyLeo email regularly (at least once each weekday) for information. I will be sharing information as we go. We will be using discussions groups in this course. You will need to participate within each module with responses to the discussion questions/issues.

Writing Style

All papers must be written according to the 7th Edition of the APA Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (7th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

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Examination Policy

Exams are to assess the students' ability to apply learning. Questions are of the analysis and synthesis level of learning and require the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy

Assignments will be available in class and under the weekly modules in D2L. Reading responses should be submitted through D2L and saved as a .doc file unless specified otherwise.

Late Work

Late work will not be accepted.

Graduate Online Course Attendance Policy

A major component of this course is online interaction with peers and the instructor. Each class member is expected to participate fully in discussions, projects, journaling etc. each week of the course. Learning will be segmented into weeks or modules. It is important to stay on schedule with the course calendar.

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 the [Student Guidebook](#)

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage (Including procedure)
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/default.aspx#13-Students>

The syllabus/schedule are subject to change.

AI Use policy [Draft 2, May 25 2023]

Texas A&M University Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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

Website: [Office of Student Disability Resources and Services](#)

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.

Drop a Course

“A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.” Drops should be completed according to University procedure to avoid the posting of a failing grade.

The syllabus/schedule are subject to change.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign “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, 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.

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.

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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.
-1.

Counseling

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

The syllabus/schedule are subject to change.