



**EDAD 671**  
**Governance of Educational Organizations**  
**COURSE SYLLABUS**

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

Bolman, L. G. & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*. (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass. ISBN #978-0-7879-8799-2.

Fowler, F. C. (2009). *Policy studies for educational leaders: An introduction*. (3<sup>rd</sup> ed.). Allyn & Bacon. ISBN-13: # 978-0-13-615727-4 or ISBN-10: #0-13-615727-0.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: Author.

**Course Description:**

The doctoral student only seminar is designed to provide students with the opportunity to create and/or refine their understanding of educational governance. This understanding will be built as students acquire knowledge and skills from theories, research, and current practices related to governance in education. In addition, the course is structured to provide students with the opportunity to explore and understand current issues in school governance. At the conclusion of the course, students should be able to utilize this understanding of educational governance and its issues in their formal and informal studies in the field of educational administration.

**Student Learning Outcomes:**

1. The learner will demonstrate an understanding of the ways in which economic, constitutional and political forces have guided the evolution of the organization of public education in the United States in the past, present and will impact the future.
  
2. The learner will demonstrate an understanding of the formal and informal roles of various constituencies including school administrators, site-based planning

teams, local school boards and state education agencies, state legislatures, and court systems in governing American public education

3. The learner will demonstrate knowledge of current trends and issues like immigration, choice programs, charter schools, the growing education industry (i.e. textbook and testing), incentive reward funding systems and high stakes assessments etc., special interests groups, and the ways in which these movements shape public education.

4. The learner will demonstrate knowledge of the diverse typology of K-12 educational institutions including public schools, private religious schools private independent schools private boarding schools, charter schools (and privately managed public schools), magnet schools and alternative.

5. The learner will demonstrate an understanding of the key administrative roles and functions within an organization and the strategies which contribute to organizational efficiency and effectiveness.

6. The learner will demonstrate knowledge and understanding of the legal, structural, political, symbolic, and human frameworks as defined by Bolman and Deal as they apply to governance and policy development of public and private educational entities.

7. The learner will demonstrate a working knowledge of the organizational and administrative theory literature of public school education and explore ways to bridge theory into practice in various public school arenas.

8. The learner will be an active and engaged team member within the cohort learning community by analyzing, constructing/ creating, and evaluating information presented within the textbooks, external readings and resources.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

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

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

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

## **Assignments**

*Student Learning Outcomes: 1,2,3,6,8*

*Assessment Method:* Assignments will take several forms including independent research and writings.

## **Discussions**

Each student is expected to participate through E-College, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. Participate online at least two **weekdays** each week by responding to prompts and responding to the answers of others. Participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills. You cannot receive participations points if you are not contributing to the class discussion. To earn participation points, you must discuss and apply knowledge of the readings.

You should read, analyze, and respond to the issues of the week/questions and comments from me and the other members of the class. In short, you are required to actively participate in our classroom discussions and online. You must do more than complete assignments; you must demonstrate your regular reading of others' responses. In other words, I am looking for evidence that you are an active participant in the learning experience. This can be done by relating real world experiences to the discussions or summaries, building on other's comments with alternative solutions, and pointing out problems or adding another dimension to the discussion. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one sentence).

The discussion forums are related to the readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community

peers. Your contributions to the discussion forums will be graded for quality and timeliness of your contributions.

*Student Learning Outcomes* : 2,4,5,7

*Assessment Method*: Class participation will be determined by the professor. Each on line forum will be graded using the Discussion Forum Rubric.

## **Exams**

*Student Learning Outcomes*: 1-8

*Assessment Method*: The examination will be comprised of essay questions.

## **Grading**

Grades will be determined on a total point basis as follows:

Assignments	50%	5 assignments @ 10 points	50 points
Discussions	20%	5 discussions @ 4 pts.	20 points
Exams	30%	2 @ 15 points	30 points

Final Grade will be determined as follows:

90-100	A
80-90	B
70-80	C
Less	D

*Caveat*: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 671. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

## **TECHNOLOGY REQUIREMENTS**

This is a web based course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred), 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

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

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

E-mail is the best method to contact me. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each day. Please post questions appropriate for the entire class to my eCollege Virtual Office; otherwise you may email me directly. *Please reserve the use of cell phone calls for emergencies. Please do not text me.* 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 Specific Procedures:

#### Examination Policy

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

#### Assignment Policy

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

#### Late Work

Late work will only be accepted with prior approval of the professor.

#### Incompletes

An incomplete will not be available for this course.

#### Graduate Online Course Attendance Policy

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

### University Specific Procedures:

Please see the *TAMU-C Graduate Catalog* at <http://catalog.tamu-commerce.acalog.com/index.php?catoid=9> and the *Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (*Texas A&M University-Commerce, Graduate Catalog, 2009-2010*)

## 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.

## 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**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

## Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

<b>COURSE OUTLINE / CALENDAR</b>
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The course is divided into 7 weekly units that will open and close on specified dates. Successful completion will require participation and submission of assignments each week. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the doc sharing tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.