



## **COURSE SYLLABUS**

**EDAD 671**

**Summer 2024**

**June 3 – August 8**

### **INSTRUCTOR INFORMATION**

**Instructor:** Elsa Villarreal, Ph.D.

**Office Location:** Frank Young Education North #125

**Office Hours:** As Needed – Upon Request

**Professor's Personal Cell Phone:** 281-773-8446

**Office Fax:** 903-886-5507

**University Email:** [Elsa.Villarreal@tamuc.edu](mailto:Elsa.Villarreal@tamuc.edu)

**Preferred Form of Communication:** e-mail

**Communication Response Time:** 24 hours

(up to 48 over the weekends)

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Bolman, L. G. & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership*. (7<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass. ISBN# 9781119281825. (cloth and pdf version available)

Fowler, F. C. (2013). *Policy studies for educational leaders: An introduction*. (4<sup>th</sup> ed.). Allyn & Bacon. ISBN-13: 978-0-13-267811-7.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<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

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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 interest 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.

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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**

### **Minimal Technical Skills Needed**

Students should have basic knowledge of MS Office including Word, PowerPoint and Excel documents. The use of Leo Mail is required for communication with the professor and other students. The use of the Learning Management System (LMS) D2L is important to success in the course. Tutorials and support are available to learn these skills. Students should be able to do basic research including library database and internet searches for documents and publications.

### **Instructional Methods**

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.

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

Students will be required to log into the course daily, use University email to communicate, participate in discussion boards as well as complete assignments both individually and in groups.

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## 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

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

Discussion Thread Participation	12 Points
Assignments:	50 points
Journaling:	10 Points
Overall Course Participation:	10 Points

## Assessments

### Assignments, Projects and Journaling

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

*Assessment Method:* Assignments will take several forms including projects, journaling as well as independent research and writings.

### Discussions

Each student is expected to participate through D2L, 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

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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 online forum will be graded using the Discussion Forum Rubric.

## **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:

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[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.

### **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**

The instructor normally responds to student questions within 2 days. Email is the preferred method of communication. The instructor has provided a cell phone number for students to call for more detailed or urgent communication.

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

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

#### **Examination Policy**

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

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### **Assignment Policy**

Assignment due dates are posted in D2L along with instructions for each assignment. All projects should be submitted in the Assignment Folder and saved as a .doc or .docx file unless specified otherwise.

### **Late Work**

Late work will not be accepted in the course.

### **Incompletes**

An incomplete will not be available for this course.

### **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).  
<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>

#### **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:

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[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>

### **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

Gee Library- Room 162

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

Fax (903) 468-8148

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

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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

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

Web url:

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

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

## **COURSE OUTLINE / CALENDAR**

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.

## **TAMUC Pandemic Response**

“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.”

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**Course Calendar**  
**EDAD 671**  
**Summer 2024**  
**June 3 – August 8**

**(Dates Subject to change at Instructor's discretion)**

Modules	Assignments	Deadlines
Module 1 June 3-June 16	Discussion Thread Participation 1 Discussion Thread Participation 2	Sunday, June 16, by 11:59 pm
	Discussion Thread Participation 1 Discussion Thread Participation 2	
Module 2 June 17-June 30	Assignment Module 2 (Fowler Ch. 4)	Sunday, June 30, by 11:59 pm
	Journaling	
	Discussion Thread	
Module 3 July 1-7	Discussion Thread	Sunday, July 7, by 11:59 pm
Module 4 & 5 July 8-21	Module 4 Assignment (Policy Formation Paper)	Sunday, July 21, by 11:59 pm
	Discussion Thread	
	Module 5 Assignment (McDonnell & Elmore)	
Module 6 & 7 July 22-August 8	Ideological Self-Assessment	Sunday, August 8, by 11:59 pm
	Module 7 Policy Audit Project	

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