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Day(s), Time & Location - Online

E-Hours - The instructor is available via email using only your Rammail/Angelo email address (angelo.edu). You should receive a response within 24 hours.

Please post all questions related to assignments in the Class Cafe. Send an email for other questions. Email is the most accessible way to contact all instructors. While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Course Description
This course will focus on the historical and legal foundations of the school system, the organization and structure of the state and local education and school systems, and how school system organizations directly impact and relate to the classroom.

Required Text
Learning Objectives and Outcomes
By the end of the course, the candidate will:

- Consider historical influences on the development of American education.
- Analyze relevant community and school demographic and accountability data to determine impact on learner needs in the school setting.
- Understand and apply the expectation of the profession outlined in code of ethics, state policies, and relevant educational laws and regulations.
- Collaborate with colleagues and engage in self-reflection to improve understanding of and evaluate local education policy and teaching practice.
- Engage in reflection of their own beliefs about education and their own practice of teaching.

Methods of Instruction
Since this course is primarily online, students (candidates) are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards and other learning activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers. Candidates will be expected to observe at least one school board meeting. Because these meetings may not occur during the week of the assignment, candidates are encouraged to review content modules in advance and prepare for these assignments in advance.

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in
content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions. Readings and learning experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a thoughtful well-developed and supported response to the original or initial posting and/or question; and (2) to post two responses that encourages continued discussion to other candidates’ initial postings. More frequent responses are both allowed and encouraged so that each candidate can learn from peers and professor’s insights. Read instructions carefully. Some assignments require more than two response posts.

2. Candidates’ Written Work:
- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
- Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
- Demonstrates an overall appearance according to APA format (title, page, 12 pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates’ Communication:
Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferably daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework. Some modules require more than one submission; not all submission are at the end of the week.

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**Required Readings**
Provided within Blackboard modules.
APA Manual

**Communication**
Candidates must communicate with all instructors via only the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information, and instructions.

Candidates should contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

**Research Writing Style**
In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual* (APA) when completing written assignments, and when applicable, in other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org).


If a template is provided follow those instructions.

**Attendance Policy**
Active participation in course activities and accessing online course materials constitutes attendance. When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the **minimum response from each candidate is:** (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates’ postings to continue the conversation. More frequent responses are both allowed and encouraged so that each candidate can learn from peers and professor’s insights. Some assignments require more than two responses.

**Absences for Observance of Religious Holy Day**
Students can find information on the observance of religious holy days in Operating Policy 10.19. Because of the online nature of this course, there is not a specific attendance requirement.

**Persons Seeking Accommodations**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and
authorizing requests for reasonable accommodations based on a disability, and it is the candidate's responsibility to initiate such a request by contacting:

ada@angelo.edu
Office of Student Affairs
University Center, Suite 112
325-942-2047 Office

Title IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php

Academic Honesty
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Candidates are responsible for understanding the Academic Integrity Policy, which is contained in the Student Handbook at http://www.angelo.edu/student-handbook/.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Grading and Assignments
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>below 70%</td>
</tr>
</tbody>
</table>

Late Assignments
All activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

Assignments
More detail and specific due dates for assignments will be posted in Blackboard.
## Course Calendar of Due Dates

You are expected to read all material in each module before submitting an assignment. The instructions and scoring expectations are included in the module. All activities should be submitted by 11:59 pm (CST) on the date scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objective</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Module 1: Influential People in Education</td>
<td>By the end of the course, the candidate will be able to:  <strong>Demonstrate the ability to work as an individual researcher/scholar as well as collaborate with others.</strong>  <strong>Demonstrate an understanding of school organizations within a historical context.</strong></td>
<td>Read the first four chapters of the APA Manual in preparation for the course.  Readings for each module are located in Blackboard.</td>
<td>Review/Mark Syllabus</td>
<td>0</td>
<td>Wednesday 10/25</td>
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<td></td>
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<td></td>
<td></td>
<td>Plagiarism Statement</td>
<td>0</td>
<td>Wednesday 10/25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Introduction Discussion Board</td>
<td>4</td>
<td>Friday 10/27</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Multimedia Presentation on Influential People</td>
<td>8</td>
<td>Sunday 10/29</td>
</tr>
<tr>
<td>2</td>
<td>Module 2: National and State Education Law</td>
<td>Apply laws related to learners’ rights and teacher responsibilities.</td>
<td>Reflection Blog on Education Law (Pre-Assessment)</td>
<td>1</td>
<td>No later than Wednesday 11/1</td>
<td></td>
</tr>
<tr>
<td>Module 3: Texas Administrative Code of Ethics</td>
<td>3</td>
<td>Analyze ethical situations and determine appropriate courses of action</td>
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<tr>
<td>Module 4: Demographic Data Analysis Assignment</td>
<td>4</td>
<td>Analyze and synthesize demographic data to determine needs of learners.</td>
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<tr>
<td>Module 5: Local School Systems</td>
<td>5</td>
<td>Reflect on the impact of the school board within the cultural, political, and social context of the community.</td>
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<tr>
<td>Module 6: Local Policy Issues</td>
<td>6</td>
<td>Identify, critically evaluate, and discuss local policy issues in education.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Educational Law Brief</td>
<td>Sunday 11/5</td>
</tr>
<tr>
<td>Reflection Blog on Education Law (Post-Assessment)</td>
<td>1</td>
</tr>
<tr>
<td>Reflection Blog on Case Study (Pre-Assessment)</td>
<td>1</td>
</tr>
<tr>
<td>Case Study Discussion</td>
<td>8</td>
</tr>
<tr>
<td>Demographics Discussion Board</td>
<td>4</td>
</tr>
<tr>
<td>Demographic Data Analysis</td>
<td>8</td>
</tr>
<tr>
<td>Reflection Blog on Local School Systems (Pre-Assessment)</td>
<td>1</td>
</tr>
<tr>
<td>Reflection on Local School Systems</td>
<td>13</td>
</tr>
<tr>
<td>Reflection Blog on Local School Systems (Post-Assessment)</td>
<td>1</td>
</tr>
<tr>
<td>Local Policy Issue Discussion</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Module 7: Personal Philosophy of Education</td>
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<tr>
<td>Articulate beliefs and expectations for teaching and learning.</td>
<td>Demonstrate an understanding of the school system as an organization. Reflect on the objectives learned in the course.</td>
</tr>
<tr>
<td>Personal Theory of Education</td>
<td>18</td>
</tr>
<tr>
<td>School Systems Organization Chart</td>
<td>5</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Portfolio Reflection</td>
<td>0</td>
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</tbody>
</table>