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COURSE INFORMATION

COURSE NUMBER
EDG 6340

COURSE TITLE
Structure and Organization of the School System

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http://blackboard.angelo.edu The course begins on October 22, 2018 and ends on December 12, 2018.

COURSE DESCRIPTION
A study of the organization and the administrative structure of the public school system. An introduction to organizational theory.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Kinsey Hansen, Ed.D.
Email: kinsey.hansen@angelo.edu

INSTRUCTOR TEAM
Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES

- Analyze Logical Positivism, Post-Positivism, Constructivism, and Scientific Management Theory – (Taylorism).
- Differentiate Logical Positivism, Post-Positivism, Constructivism, and Scientific Management Theory.
- Create a padlet comprised of the theoretical paradigms.
- Construct a paper analyzing four theoretical paradigms.
- Complete a gap versus overlap analysis.
• Illustrate an organizational structure redesign.
• Design a team configuration.
• Evaluate an institution’s human resource frame.
• Apply human resource strategies to an institution.
• Develop a presentation justifying your findings of the institution’s human resource frame evaluation.
• Analyze the political environment in your organization (or organization of choice).
• Evaluate power sources within your organization.
• Construct a graphic organizer outlining some areas of politics in an organization.
• Analyze information gathered through the required readings and peers’ posts.
• Synthesize information to effectively communicate your understanding of the symbolic frame.
• Create a well-organized, logical, and thorough post in response to specific questions regarding the symbolic frame.
• Apply the theoretical, structural, human resource, political, and symbolic frames in a professional setting.
• Compare and contrast research and reading about organizational frames with application in the professional setting.
• Construct a paper summarizing the findings from your interview.
• Demonstrate application of the four frames in a professional setting.
• Design a training for new leaders entering the profession on reframing organizations and the four frames.
• Perform a training for new leaders entering the profession on reframing organizations and the four frames.
• Conduct a self-reflection evaluating what you have learned about reframing organizations.
• Examine the four frames and identity the frame you utilize the most and the frame that you need strengthen.
• Produce a podcast.

**Professional Standards:** This course aligns with the following professional standards:
Professional Standards for Educational Leaders – National Policy Board for Educational Administrations (NPBEA):

- **Standard One Mission, Vision, and Core Values:** Effective educational leaders develop advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

- **Standard Two Ethics and Professional Norms:** Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

- **Standard Six Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
Standard Nine Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

RECOMMENDED READINGS
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS
A complete list of technology requirements for online education at Angelo State University is available at [https://www.angelo.edu/online-education/technology_requirements.php](https://www.angelo.edu/online-education/technology_requirements.php). Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:

- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

METHODS OF INSTRUCTION

- Since this course is delivered online, 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.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate’s writing skills, presentation skills, collaboration, analysis, and practical application/experience.
• Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION
The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

CANDIDATE COMMUNICATIONS: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

WRITTEN SUBMISSIONS: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

USE GOOD “NETIQUETTE”:
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else’s messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.
INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION
- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE
Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of access to the Blackboard course will be used as the last date of course attendance for reporting to the Registrar.

LIBRARY RESOURCES
Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at www.angelo.edu/services/library/. Information on library resources is available in the Orientation tab of each course. This course also includes a special research librarian for the course, and candidates can contact them.
directly through a specific course discussion board. All candidate can also use the Ask A Librarian research support feature.

**ASSIGNMENT SUBMISSION**
In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

**LATE WORK OR MISSED ASSIGNMENTS**
All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

**POLICIES RELATED TO THIS COURSE**
All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook

- ASU Undergraduate and Graduate Catalog
  [http://www.angelo.edu/catalogs/](http://www.angelo.edu/catalogs/)

- Academic Calendar
  [https://www.angelo.edu/services/registrars_office/academic_calendar.php](https://www.angelo.edu/services/registrars_office/academic_calendar.php)

**ACADEMIC INTEGRITY**
Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate’s original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.
STUDENTS WITH DISABILITIES
Angelo State University 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 Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
(325) 942-2047
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

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.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.
# ASSIGNMENT OBJECTIVES & DUE DATES

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>LEARNING ACTIVITY &amp; POINTS</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td><strong>PREMODULE</strong></td>
<td></td>
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<tr>
<td>By the end of the course, the candidate will:</td>
<td>Plagiarism Module</td>
<td>Wednesday October 24</td>
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<td></td>
<td>Academic Integrity Statement of Understanding 0 points</td>
<td></td>
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<td></td>
<td>Academic Portfolio Creation 0 points</td>
<td>Wednesday October 24</td>
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<tr>
<td><strong>MODULE 1</strong></td>
<td></td>
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<tr>
<td>Analyze Logical Positivism, Post-Positivism, Constructivism, and Scientific Management Theory – (Taylorism).</td>
<td>Introductions - FlipGrid 5 points</td>
<td>Intro. Video: Wednesday October 24, 2018</td>
</tr>
<tr>
<td>Differentiate Logical Positivism, Post-Positivism, Constructivism, and Scientific Management Theory.</td>
<td></td>
<td>Responses Sunday October 28, 2018</td>
</tr>
<tr>
<td>Create a padlet comprised of the theoretical paradigms.</td>
<td>Theoretical Paradigms Padlet Project 10 points</td>
<td>Sunday October 28, 2018</td>
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<tr>
<td>Construct a paper analyzing four theoretical paradigms.</td>
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<tr>
<td><strong>School Personnel</strong>: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</td>
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<td><strong>Standard Nine Operations and Management</strong>: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</td>
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</tbody>
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### MODULE 2

- Complete a gap versus overlap analysis
- Illustrate an organizational structure redesign
- Design a team configuration
- NPBEA Professional Standard: Standard Nine Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

**Structural Frame Analysis**
- **10 points**
- **Sunday November 4, 2018**

### MODULE 3

- Evaluate an institution’s human resource frame.
- Apply human resource strategies to an institution.
- Develop a presentation justifying your findings of the institution’s human resource frame evaluation.
- NPBEA Professional Standards:
  - Standard Six Professional Capacity of School Personnel: Effective educational leaders develop the professional |

**Human Resources Frame**
- **15 points**
- **Sunday November 11, 2018**
NPBEA professional standards:

**Standard Nine Operations and Management:** Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

**Standard Six Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

### Module 4

- **Analyze** the political environment in your organization (or organization of choice).
- **Evaluate** power sources within your organization.
- **Construct** a graphic organizer outlining some areas of politics in an organization.

NPBEA Professional Standards:

**Standard Nine Operations and Management:** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

- Analyze information gathered through the required readings and peers’ posts.
- **Synthesize** information to effectively communicate your understanding of the symbolic frame.
- Create a well-organized, logical, and thorough post in response to specific

### Political Frame Graphic Organizer

- **15 points**
- **Sunday November 18, 2018**

### Symbolic Frame Discussion

- **10 points**
- **Initial Discussion Post: Wednesday November 21, 2018**
questions regarding the symbolic frame.

NPBEA Professional Standards:
Standard Nine Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

<table>
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<th>MODULE 6:</th>
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<tr>
<td>Apply the theoretical, structural, human resource, political, and symbolic frames in a professional setting.</td>
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<td>Compare and contrast research and reading about organizational frames with application in the professional setting.</td>
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<td>Construct a paper summarizing the findings from your interview.</td>
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| NPBEA Professional Standards:
Standard One Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. |
| Standard Two Ethics and Professional Norms: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. |
| Standard Nine Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. |

| 2018 |
| Response Posts: Sunday November 25, 2018 |

| Sunday December 2, 2018 |
| Administrator Interview – Compare/Contrast Paper 15 points |

| MODULE 7 |
Demonstrate application of the four frames in a professional setting.

Design a training for new leaders entering the profession on reframing organizations and the four frames.

Perform a training for new leaders entering the profession on reframing organizations and the four frames.

NPBEA Professional Standards:

**Standard One Mission, Vision, and Core Values:** Effective educational leaders develop advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

**Standard Two Ethics and Professional Norms:** Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

**Standard Six Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

**Standard Nine Operations and Management:** Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

### MODULE 8

Conduct a self-reflection evaluating what you have learned about reframing organizations.

Examine the four frames and identity the

| Reframing Organizations Training/Professional Development Summary Presentation | 15 points | Sunday December 9, 2018 |
frame you utilize the most and the frame that you need strengthen.

Produce a podcast.

NPBEA Professional Standards:

Standard Nine Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

| Development Summary - Presentation | 15 points |
| Course Evaluation | 0 points |
| Academic Portfolio Submission and Reflection | 0 points |

Version Date: Approved for Fall 2018 Courses