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COURSE INFORMATION

COURSE NUMBER
EDG 6313

COURSE TITLE
Foundations of School Systems

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 21, 2019 and ends on December 13, 2019.

COURSE DESCRIPTION
This course is designed to assist you in developing an understanding of the organization and structure of school systems. You will learn to fulfill the professional role and responsibilities of the instructor, adhering to the legal and ethical requirements of the profession.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Twyla J. Tasker, Ph.D.
Email: twyla.tasker@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

COURSE OUTCOMES
By the end of the course, you will be able to:
- Consider historical influences on the development of American education.
- Apply the expectations of the profession outlined in code of ethics, state policies, and relevant laws and regulations.
• Analyze relevant community and school demographic and accountability data to determine impact on learner needs in school setting.
• Collaborate with colleagues and engage in self-reflection to improve understanding of and evaluate local policy issues in education.
• Engage in reflection of their own beliefs about education and their own practice of teaching.

PROGRAM STANDARDS

The program will address the following standards:

InTASC Model Core Teaching Standards and Learning Progressions for Teachers
https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

ISTE Standards for Educators
https://www.iste.org/standards/for-educators

Council for the Accreditation of Educator Preparation Standards
http://caepnet.org/standards/introduction

TExES Pedagogy and Professional Responsibilities (PPR) Standards
https://ecofp.ate.utsa.edu/pluginfile.php/3598/mod_page/content/4/ppr_ec_12_160_TAAG.pdf

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. 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 😁 or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinaldi, 1994, Florida Atlantic University. Adapted with permission.)

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. 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.

INCOMPLETE GRADE POLICY
It is the policy that incomplete grades be reserved for student illness or personal misfortune. Please contact your faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

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

ACADEMIC INTEGRITY
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

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.

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, ideas, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Candidates are expected to know and understand behaviors that can constitute academic misconduct. An academic integrity module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete an Academic Integrity Statement of Understanding acknowledging that the candidate has read and agrees to the Academic Integrity Standards, has passed the Academic Integrity Quiz with a score of 90% or higher, and understands the penalties associated with violations of the academic integrity standards.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

BASIC NEEDS
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs Center (multicultural@angelo.edu; 325-942-2729).

The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that they may possess.

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

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<td><strong>PREMODULE</strong></td>
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<tr>
<td>Review and confirm understanding of plagiarism and academic integrity</td>
<td>Academic Integrity Statement 0 points</td>
<td>Wednesday October 23</td>
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<tr>
<td>Begin academic portfolio for documentation of course artifacts and reflection on program competencies.</td>
<td>Academic Portfolio Creation 0 points</td>
<td>Wednesday October 23</td>
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<tr>
<td>MODULE 1</td>
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| Demonstrate the ability to work as an individual researcher/scholar as well as collaborate with others. | Introduction Discussion Board 4 points | Initial post Wednesday October 23  
Responses Friday October 25 |
| Demonstrate an understanding of school organizations within a historical context. | Historical Perspectives ThingLink 8 points | Sunday October 27 |

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<th>MODULE 2</th>
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<td>Apply laws related to learners’ rights and teacher responsibilities.</td>
<td>Educational Law Paper 10 points</td>
<td>Sunday November 3</td>
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<th>MODULE 3</th>
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| Analyze ethical situations and determine appropriate courses of action. | Code of Ethics Case Study Discussion Board 12 points | Expert Initial Post  
Wednesday November 6  
Home Group Post  
Friday November 8  
Responses Sunday November 10 |

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<th>MODULE 4</th>
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<tr>
<td>Analyze and synthesize demographic data to determine needs of learners.</td>
<td>Demographics Discussion Board 4 points</td>
<td>Initial post Wednesday November 13</td>
</tr>
<tr>
<td>Analyze and synthesize demographic data to determine needs of learners.</td>
<td>Demographic Data Analysis 10 points</td>
<td>Responses Friday November 15</td>
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<td><strong>MODULE 5</strong></td>
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<td>Reflect on the impact of the school board within the cultural, political, and social context of the community.</td>
<td>Reflection on Local School Systems 15 points</td>
<td>Sunday November 24</td>
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<td><strong>MODULE 6:</strong></td>
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<td>Identify, critically evaluate, and discuss local policy issues in education.</td>
<td>Local Policy Issue Discussion Board 15 points</td>
<td>Initial post Friday November 29</td>
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<td><strong>MODULE 7</strong></td>
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<td>Articulate beliefs and expectations for teaching and learning.</td>
<td>Personal Theory of Education 16 points</td>
<td>Sunday December 8</td>
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<td><strong>MODULE 8</strong></td>
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<td>Demonstrate an understanding of the professional dispositions of a teacher and how these relate to school systems as an organization.</td>
<td>Disposition Flipgrid Video 6 points</td>
<td>Wednesday December 11</td>
</tr>
<tr>
<td>Reflect on the objectives learned in the course.</td>
<td>Course Evaluation 0 points</td>
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<td></td>
<td>Academic Portfolio Submission and Reflection 0 points</td>
<td>Thursday December 12</td>
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*Version Date: Approved for Fall B 2019*