



The Beveley Taylor Sorenson College of Education and Human Development

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351 W. University Blvd.  
 Cedar City, UT 84720

**EDUC 6540 Organization of American Schools**  
 Fall Semester 2018  
 August 27 to December 7

Instructor: Dr. Lee Montgomery	Office Phone: (435) 586-7811
Office: TE 311	Cell Phone: (435) 592-0034
Office Hours: Tuesday and Thursday 1:00-4:00	E-mail: <a href="mailto:montgomery@suu.edu">montgomery@suu.edu</a>
Credit Hours: 3	Course Fee: \$10.00 (assessed with tuition payment)
<b>Zoom Address for all IVC Sessions:</b> <a href="https://zoom.us/j/4370874515">https://zoom.us/j/4370874515</a>	

<b>Course Meetings</b>	
<b>August 27 to December 7</b>	Canvas online instruction, interaction, and activities throughout the course.
<b>Four Zoom IVC Sessions</b>  September 6 – 6:30 – 8:30 pm September 20 – 6:30 – 8:30 pm October 4 – 6:30 – 8:30 pm November 29 – 6:30 – 8:30 pm	“Face to Face” via Zoom Interactive Video Conferencing (IVC)  NOTE: If you must miss an IVC session due to personal emergency or compelling professional reasons please contact your instructor in advance (via email) at least 24 hours prior to the session you will miss. With prior approval, you may make up the session by watching the videotaped archive on the bit-stream server and writing a brief reflection on the content of the session. The address for the archived video will be posted after each session.

**Course Description:**

This course provides an in depth analysis of the function and organization of public schools in America, historical, philosophical, and reform issues are reviewed and how they impact the management, design and accreditation of K-12 education.

**Course Content:**

The course will analyze the interrelationships between school district boards and other political entities and interest groups. Additionally, the impact of power structures upon local education, the influence of professional and non-professional organizations, and of other communities and stake holders in the educational decision making process will be studied and analyzed from the perspective of Middle Management as well as the Chief Executive Officer and Instructional Leader.

## Course Goals/Student Learning Outcomes, Activities, and Assessments

Course Goals / Student Learning Outcomes	Learning Activities	Assessment Methods
1. Students will develop a personal philosophy of educational administration and relate the purposes and uses of a campus or district Vision/Mission statement.	<ul style="list-style-type: none"> <li>• Canvas Course Modules</li> <li>• Electronic Discussion Postings</li> <li>• Think-Pair-Share Activities</li> <li>• Interactive Group Discussions</li> <li>• Trends and Issues – Reading Assignments</li> <li>• Textbook Readings</li> <li>• Professional Research &amp; Writing</li> <li>• Web Quests</li> <li>• PowerPoint Presentations</li> <li>• Films and Video Presentations</li> </ul>	<p>Ten Chapter Reflections Due Date: Throughout course</p> <p>Ten Discussion Question Postings Due Date: Throughout course</p> <p>Zoom Class Attendance and Participation</p> <p>Five Applied Administrative Assignments Due Date: Throughout course</p> <p>Three Article Reflection Assignments</p>
2. Students will research organizational structures of campuses and districts and the roles and responsibilities of campus and district administrators, and the board of trustees.	<ul style="list-style-type: none"> <li>• Canvas Course Modules</li> <li>• Electronic Discussion Postings</li> <li>• Think-Pair-Share Activities</li> <li>• Interactive Group Discussions</li> <li>• Trends and Issues – Reading Assignments</li> <li>• Textbook Readings</li> <li>• Professional Research &amp; Writing</li> <li>• Web Quests</li> <li>• PowerPoint Presentations</li> <li>• Films and Video Presentations</li> </ul>	<p>Ten Chapter Reflections Due Date: Throughout course</p> <p>Ten Discussion Question Postings Due Date: Throughout course</p> <p>Zoom Class Attendance and Participation</p> <p>Five Applied Administrative Assignments Due Date: Throughout course</p> <p>Three Article Reflection Assignments</p>
3. Students will analyze human factors in educational administration and relate the different perspectives/philosophies of teachers, campus administrators, central administrators and other educational stakeholders.	<ul style="list-style-type: none"> <li>• Canvas Course Modules</li> <li>• Electronic Discussion Postings</li> <li>• Think-Pair-Share Activities</li> <li>• Interactive Group Discussions</li> <li>• Trends and Issues – Reading Assignments</li> <li>• Textbook Readings</li> <li>• Professional Research &amp; Writing</li> <li>• Web Quests</li> <li>• PowerPoint Presentations</li> <li>• Films and Video Presentations</li> </ul>	<p>Ten Chapter Reflections Due Date: Throughout course</p> <p>Ten Discussion Question Postings Due Date: Throughout course</p> <p>Zoom Class Attendance and Participation</p> <p>Five Applied Administrative Assignments Due Date: Throughout course</p> <p>Three Article Reflection Assignments</p>
4. Students will explore and report on major initiatives and reform in American education.	<ul style="list-style-type: none"> <li>• Canvas Course Modules</li> <li>• Electronic Discussion Postings</li> <li>• Think-Pair-Share Activities</li> <li>• Interactive Group Discussions</li> <li>• Trends and Issues – Reading Assignments</li> <li>• Textbook Readings</li> <li>• Professional Research &amp; Writing</li> <li>• Web Quests</li> <li>• PowerPoint Presentations</li> <li>• Films and Video Presentations</li> </ul>	<p>Ten Chapter Reflections Due Date: Throughout course</p> <p>Ten Discussion Question Postings Due Date: Throughout course</p> <p>Zoom Class Attendance and Participation</p> <p>Five Applied Administrative Assignments Due Date: Throughout course</p> <p>Three Article Reflection Assignments</p>

**Alignment to Utah Effective Leadership Standards:**

**Standard 1B:** Educational leaders facilitate a process of creating a shared vision, mission, and goals. (AAA# 4 – Vision and Mission Statements)

**Standard 6B:** Educational leaders contribute to the larger arena of educational policymaking.  
(AAA #5 – Policy Making)

**Required Text:**

Klag P. (2018). Governance and Administration of Public Schools: Leadership Strategies for the 21<sup>st</sup> Century. ISBN #: 978-0-9898874-4-1

The text is an integral part of this class. It can be ordered through the SUU Bookstore by calling 435-586-7995 or through email at [bookstore@suu.edu](mailto:bookstore@suu.edu) All students are encouraged to obtain their own copy of the course text.

**Course Goals/Student Learning Outcomes, Activities, and Assessments:**  
**Alignment to Utah Effective Leadership Standards:**

**Standard 1B:** Educational leaders facilitate a process of creating a shared vision, mission, and goals. (AAA# 4 – Vision and Mission Statements)

**Standard 6B:** Educational leaders contribute to the larger arena of educational policymaking.  
(AAA #5 – Policy Making)

**Grade Calculation:**

The scale below indicates the point breakdown used to determine grades in this course. A grade below “B-” is not accepted in the MEd program.

A 95-100	B+ 85-89	B- 80-82	C 70-75
A- 90-94	B 83-84	C+ 76-79	F 50-69

**Canvas Course Mediation/Course Management:**

The syllabus, assignments, and all support materials for this course will be mediated through Canvas. Students will be directed how to obtain their username and password to access Canvas during our Orientation meeting. ALL responses by students to the Discussion Board and all assignments are to be uploaded to Canvas and scored by the

instructor in Canvas. Do not submit assignments in any other manner. **Assignments submitted via email or Google Docs will NOT be accepted unless arrangements are made, in advance, with the instructor.** All exchange of submissions and feedback between students and the instructor will be electronically via Canvas. This prevents assignments from being misplaced or lost.

**Class Schedule:**

**The schedule below is tentative and may be adjusted to better address student and course needs as the class progresses.** Since information must occasionally be modified and/or updated, ALL information including meeting times and due dates published in Canvas takes precedence over this print version of the syllabus. If there are discrepancies, the information in Canvas should be considered authoritative.

<p><b>Week # 1</b></p> <p>August 27 To September 2</p> <p>online via Canvas</p>	<p><b>Module Theme: Issues in School Governance and Administration</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. Please review the course syllabus, guidelines, and introductory materials.</li> <li>2. <b>Text Readings:</b> Chapter 1 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century" There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>3. Respond to Professor Assignment</li> <li>4. Discussion Question #1</li> <li>5. Chapter Reflection #1</li> <li>6. Zoom Session and Verification Assignment #1</li> <li>7. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #2</b> September 3 To September 9</p> <p><b>Zoom Session #1</b> <b>September 6</b> <b>6:30-8:30 pm</b></p> <p>online via Canvas</p>	<p><b>Module Theme: Leadership Skills for Effective School Governance and Administration</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. Please review the course syllabus, guidelines, and introductory materials.</li> <li>2. <b>Text Readings:</b> Chapter 2 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century." There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>3. Discussion Question #2</li> <li>4. Chapter Reflection #2</li> <li>5. AAA #1</li> <li>6. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #3</b> September 10 To September 16</p> <p>online via Canvas</p>	<p><b>Module Theme: Individual, Community, and Social Values that Affect School Operations</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Text Readings:</b> Chapter 3 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century" There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>2. Discussion Question #3</li> <li>3. Chapter Reflection #3</li> <li>4. Article Reflection #1</li> <li>5. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #4</b></p> <p>September 17 To September 23</p> <p><b>Zoom Session #2</b> <b>September 20</b> <b>6:30-8:30 pm</b></p> <p>online via Canvas</p>	<p><b>Module Themes: The Value of Vision and Mission Statements on School Governance and Administration</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Text Readings:</b> Chapter 4 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century" There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>2. Discussion Question #4</li> <li>3. Chapter Reflection #4</li> <li>4. AAA #4</li> <li>5. Zoom Session #2 and Zoom Verification Assignment</li> <li>6. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #5</b></p> <p>September 24 To September 30</p> <p>online via Canvas</p>	<p><b>Module Themes: Organization of School and the Roles and Responsibilities of School Leaders and Stakeholders</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Text Readings:</b> Chapter 5 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century" There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>2. Discussion Question #5</li> <li>3. Chapter Reflection #5</li> <li>4. AAA #3</li> <li>5. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #6</b></p> <p>October 1 To October 7</p> <p><b>Zoom Session #3 October 4 6:30-8:30 pm</b></p> <p>online via Canvas</p>	<p><b>Module Themes: Meeting the Needs of 21st Century Learners</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Text Readings:</b> Chapter 6 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century" There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>2. Discussion Question #6</li> <li>3. Chapter Reflection #6</li> <li>4. Article Reflection #2</li> <li>5. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #7</b></p> <p>October 8 To October 14</p> <p>online via Canvas</p>	<p><b>Module Themes: Legal Issues Facing Public Schools</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Text Readings:</b> Chapter 7 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century" There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>2. Discussion Question #7</li> <li>3. Chapter Reflection #7</li> <li>4. AAA #2</li> <li>5. Zoom Session #3 and Zoom Verification Assignment</li> <li>6. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #8</b></p> <p>October 15 To October 21</p> <p>online via Canvas</p>	<p><b>Module Themes: Politics and the Development of School Policies, Practices, and Procedures</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Text Readings:</b> Chapter 8 "Politics and the Development of School Policies, Practices, and Procedures" &amp; Chapter 9 "Policies, Practices, and Procedures that Affect Students." There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>2. Discussion Question #8</li> <li>3. Chapter Reflection #8</li> <li>4. AAA #5</li> <li>5. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #9</b></p> <p>October 22 To October 28</p> <p>online via Canvas</p>	<p><b>Module Themes: Financial Issues Facing Public Schools</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Text Readings:</b> Chapter 10 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century" There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>2. Discussion Question #9</li> <li>3. Chapter Reflection #9</li> <li>4. Zoom Session #4 and Zoom Verification Assignment</li> <li>5. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #10</b></p> <p>October 29 To November 4</p> <p>online via Canvas</p>	<p><b>Module Themes: Leadership Strategies for the 21st Century</b></p> <p><b>Readings and Assignments</b></p> <ol style="list-style-type: none"> <li>1. <b>Text Readings:</b> Chapter 11 - "Governance and Administration of Public Schools - Leadership Strategies for the 21st Century" There are other course readings, materials, and resources in this Module that will help you understand the theme of this Module as well as help you prepare for the course assignments that are required.</li> <li>2. Discussion Question #10</li> <li>3. Chapter Reflection #10</li> <li>4. Alignment to Standards: Utah Effective Teaching and Leadership Standards, CAEP Claims &amp; Threads, ISLCC Standards, and Praxis Administration &amp; Supervision Assessment Standards.</li> </ol>
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<p><b>Week #11</b></p> <p>November 5 To November 11</p> <p>online via Canvas</p>	<p><b>Socratic Seminar Topic 1</b></p> <p>No matter how hard I try to make my courses relevant to your needs as professional educators, I realize that there are many topics worth exploring that are not included in the "official" curriculum. I want to give you an opportunity to propose a topic of your own based on your individual interests and experiences.</p> <p>As an experiment I am implementing a colloquium—a "Socratic Seminar." Once a month, I will offer a "webinar" on a topic proposed by you and your peers. So, if you'd like to propose a new topic for discussion or to engage in a more in-depth discussion of something we have covered in class, simply complete the Socratic Seminar proposal form outlining what you'd like to explore in a "Socratic Seminar."</p> <p>You may submit as many proposals as you wish. I hope you will take advantage of this opportunity to explore a topic of personal interest related to psychology and measurement.</p>
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<p><b>Week #12</b></p> <p>November 12 To November 18</p> <p>online via Canvas</p>	<p><b>Socratic Seminar Topic 2</b></p> <p>Weeks 11-15 will focus on a series of “Socratic Seminars” addressing topics of special interest to graduate students in this class. A proposal form is included in Canvas.</p>
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<p><b>Week #13</b></p> <p>November 19 To November 25</p> <p>online via Canvas</p>	<p><b>Socratic Seminar Topic 3</b></p> <p>Weeks 11-15 will focus on a series of “Socratic Seminars” addressing topics of special interest to graduate students in this class. A proposal form is included in Canvas.</p>
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<p><b>Week #14</b></p> <p>November 26 To December 2</p> <p><b>Zoom Session #4</b> <b>November 29</b> <b>6:30-8:30 pm</b></p> <p>online via Canvas</p>	<p><b>Socratic Seminar Topic 4</b></p> <p>Weeks 11-15 will focus on a series of “Socratic Seminars” addressing topics of special interest to graduate students in this class. A proposal form is included in Canvas.</p>
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<p><b>Week #15</b></p> <p>December 3 To December 7</p> <p>online via Canvas</p>	<p><b>Socratic Seminar Topic 5</b></p> <p>Weeks 11-15 will focus on a series of “Socratic Seminars” addressing topics of special interest to graduate students in this class. A proposal form is included in Canvas.</p>
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**Late Assignments:**

Students are expected to submit all assignments and course work on or before the due date. Late work may be accepted at the instructor’s discretion. You are free to work on assignments at your own pace. **To allow ample time for peer-to-peer interaction, Discussion Board prompts will open one week prior to the due date and will close one week after that date.**

**Extra Credit And Make Up Work:**

Extra credit assignments are not an option in this course. Make-up work will be accepted ONLY in cases of illness, and/or personal emergency.

**ADA Statement:**

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

**Academic Integrity Policy:**

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

**Emergency Management Statement:**

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>

**HEOA Compliance Statement:**

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>

**Disclaimer Statement:**

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

**Course Fees:**

Fees charged for this course are designed to maintain high quality programming, equipment, materials, supplies, and services for students in the College of Education and at Southern Utah University. A detailed list of expenditures is available in the Dean's Office. For information on course-specific fees please see your instructor.

**Course Alignment With National Standards:**

The matrix below indicates the alignment of course objectives and assessments with national education standards, specifically TEAC Standards (Teacher Education Accreditation Council) and NBPTS (National Board Professional Teaching Standards).

All SUU Professional Education candidates understand how to utilize various technologies to enhance all phases of education.	NBPTS Propositions 2. Teachers know their subjects and how to teach 4. Teachers think systematically about their practice 5. Teachers are members of learning communities	1. Weekly participation on Discussion Board 2. All assignments
All SUU Professional Education candidates understand that learning is a life-long process and can apply this knowledge throughout life.	NBPTS Propositions 2. Teachers know their subjects and how to teach 4. Teachers think systematically about their practice 5. Teachers are members of learning communities	1. Weekly participation on Discussion Board 2. All assignments