



Course Syllabus: EDLE 6033 School Organization and Management

Gordon T. & Ellen West College of Education
EDLE-6063-DX1/EDLE-6063-X10
Summer I Term 2025: June 2 - July 3, 2025

Contact Information

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Instructor Communication

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Syllabus Changes or Updates

This syllabus is subject to change based on a variety of factors that may impact the hybrid course design.

Required Textbooks

Schilling, C. and Tomal, D. *School Finance and Business Management: Optimizing Fiscal, Facility, and Human Resources*, Second Edition (2019) Rowman and Littlefield. eBook ISBN-13: 9781475844030. 197 pages.

Additional Required Resources

Chapter 61. Subchapter CC. Commissioner's Rules Concerning School Facilities.
<https://tea.texas.gov/about-tea/laws-and-rules/commissioner-rules-tac/current-tac-currently-in-effect/ch061cc.pdf>

Architectural and Transportation Barriers Compliance Board. (2004). Americans with Disabilities Act (ADA) Accessibility Guidelines for Buildings and Facilities. 69 Federal Register, 44084-44455.
<https://www.federalregister.gov/documents/2004/07/23/04-16025/americans-with-disabilities-act-ada-accessibility-guidelines-for-buildings-and-facilities>

Planning Guide for Maintaining School Facilities.
<https://nces.ed.gov/pubs2003/2003347.pdf>

Course Description

This course is designed to prepare superintendent candidates to apply principles of effective leadership and management in relation to district budgeting, facilities, finances, and technology usage. Other topics of study will be organizational change, group processes, decision-making, and personal time management.

Our primary focus will be on school facilities and the support services that operate within and around them. Emphasis will be placed on the topic of school safety.

Grading/Assessment

Table 1: Points allocated to each assignment.

<u>Assignments</u>	<u>Points</u>	<u>Calculated</u>
Discussion Posts in Discussion Board	70	5 each (x 14)
Research, Assignments, and Short Answers	90	9 each (x 10)
Scenarios	50	10 each (x 5)
Projects: <ul style="list-style-type: none">• Gantt Chart• Building Space Inventory• Welcoming Environment	30 30 30	Due June 15 Due June 22 Due June 29
School Safety Analysis Paper	100	Due July 3
TOTAL POINTS	400	

Table 2: Total points for final grade.

<u>Grade</u>	<u>Points</u>
A	360 to 400
B	320 to 359
C	280 to 319
D	240 to 279
F	Less than 240

Assignments, Quizzes, and Examinations

There will be no quizzes nor examinations in this class. Instead, the assignments in this course have heavier weighting. This course is intending to use purposeful work-based assignments as authentic assessments. As such, weekly assignments will have a higher level of scrutiny when graded and be held to a higher standard of performance.

Projects Required

There will be no final examination in this class. A major project, a District Safety, Efficiency, and Effectiveness Assessment, will take the place and carry the weight of a final examination.

Extra Credit

This is a doctoral-level class so there are no extra credit assignments.

Attendance Policy

An expectation of this course is that students attend four live, online discussion sessions, one each week, for a total of four during this summer session. We will attempt to set times and dates when the majority of the class can attend.

Regular attendance is expected. If a class must be missed, please discuss it with the professor beforehand. If an emergency arises, please either telephone or email the professor, if possible.

One of the cornerstones to the WCOE Ed.D. experience is the opportunity to interact with colleagues from across other campuses, districts, and professions. To this end, we hold in-person sessions. Students are expected to maintain a physical and professional engagement in these experiences. However, we do understand some circumstances cannot be avoided. Therefore, we have established the following policy:

- 1 absence = make up required experiences/coursework with colleagues
- 2 absences = final grade will be lowered by one letter and make up required experiences/coursework with colleagues
- 3 absences = Failing

COVID policy – if a student is quarantined due to COVID, that student may Zoom a Saturday class. Under these circumstances a student will be required to provide documentation of quarantine requirements from his/her public health district or health care provider.

Attendance/Participation

Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Student Handbook

Refer to: [Student Handbook-2023-24](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of

work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Google Sparrow, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate do not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Quality Requirements

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in Dropbox on D2L.
- Discussions should be completed within the D2L discussion space and *NOT* uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Adhering to Professional Ethics

When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.

Online Posts and Mutual Respect

Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. You are provided with Netiquette guidelines and Rules for Discussion Posts. Please observe them.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you

experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates

- Last day for term schedule changes: January 19, 2024. Check date on [Academic Calendar](#).
- Deadline to file for graduation: February 12, 2024. Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" March 25, 2024. Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern 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. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual

harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

<u>Week or Module</u>	<u>Activities/Assignments/Exams</u>	<u>Due Date</u>
Module 1 6/2 to 6/3	Read the syllabus. Read <i>Chapter 61</i> . Do the study guide. Assn Safety Paper.	June 3, 2025
Module 2 6/4 to 6/5	Read Schilling and Tomal Chapter 4– first ½.	June 5, 2025
Module 3 6/6 to 6/8	Read Schilling and Tomal Chapter 4– second ½.	June 8, 2025
Module 4 6/9 to 6/10	Read Schilling and Tomal Chapter 5– first ½.	June 10, 2025
Module 5 6/11 to 6/12	Read Schilling and Tomal Chapter 5– second ½.	June 12, 2025
Module 6 6/13 to 6/15	Read the <i>Planning Guide for Maintaining School Facilities</i> – first ⅓. Gantt chart due.	June 15, 2025
Module 7 6/16 to 6/17	Read the <i>Planning Guide</i> – second ⅓.	June 17, 2025
Module 8 6/18 to 6/19	Read the <i>Planning Guide</i> – final ⅓.	June 19, 2025
Module 9 6/20 to 6/22	Read the <i>Welcoming Environment</i> . Building Space Inventory due.	June 22, 2025
Module 10 6/23 to 6/24	Read Schilling and Tomal Chapter 6– first ½: food service.	June 24, 2025
Module 11 6/25 to 6/26	Read Schilling and Tomal Chapter 6– second ½: transportation.	June 26, 2025
Module 12 6/27 to 6/29	Read Schilling and Tomal Chapter 7– first ½. Welcoming environment due.	June 29, 2025
Module 13 6/30 to 7/1	Read Schilling and Tomal Chapter 7– second ½.	July 1, 2025
Module 14 7/2 to 7/3	Safety paper due.	July 3, 2025
Module 15 7/4	Holiday: Independence Day.	

Appendix A: Standards/Competencies

NELP Standards

- Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.
- Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.
- Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.
- Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
- Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.
- Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
- Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

- Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
- Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
- Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.
- Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.
- Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.
- Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.
- Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.
- Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology,

governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

NELP district-Level Standards:

<https://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>