



## **COURSE SYLLABUS: Spring 2016**

### **EDAD 601.02W Foundations of Educational Administration**

**Instructor: Robert Steeber, Ed.D., Adjunct Professor**  
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## **COURSE INFORMATION**

### **Textbooks**

#### **Required Textbook(s):**

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Banks, J. A. (2014). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6<sup>th</sup> ed.). USA: Pearson.

Tozer, S. E., Senese, G., & Violas, P. C. (2014). *School and society: Historical and contemporary perspectives* (7<sup>th</sup> ed.). New York, NY: McGraw Hill.

### **Course Description**

This course will provide students an opportunity to study the philosophical, psychological, and sociological dimensions of educational administration in a historical, as well as, contemporary context. It is an introduction to the Foundations of Educational Administration, incorporating historical, philosophical, and sociological perspectives to identify and analyze educational theory, policy, and practice.

## **Course Objectives**

The purpose of the doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. The doctoral student is expected to gain many new concepts, zeal for adding to the sum of human knowledge, and developing the ability to conduct original research and to think clearly and independently. The student must also develop the professional competencies necessary for giving application of knowledge in the essential areas of human and public interest. Guidance toward extended reading and research is an integral part of graduate study. To assist students in achieving the state purposes of the doctoral program, the following goals/objectives have been developed for this course. Upon successful completion of this course, students will:

1. Develop student leadership potential.
2. Facilitate a comprehensive understanding of the social and cultural underpinnings of educational administration;
3. Promote competence with methods of social analysis as applied to educational administration; and
4. Master interpretive and analytic skills in order to critique educational theory and practice.

Several assessment strategies will be utilized to evaluate the doctoral students' comprehensive of mastery of these objectives.

## **Student Learning Outcomes**

More specifically, each student will demonstrate exemplary and thought provoking understanding in the following ways:

1. The student will develop an understanding of the social foundations of education, relevant to public leadership.
2. The student will develop an understanding of the philosophical, psychological and sociological dimensions of educational administration in a historical, as well as, contemporary context.
3. The student will compare and contrast major philosophical thinking represented in classical and contemporary works and writings, related to the social foundation of education.

## **COURSE REQUIREMENTS**

Students will be engaging in varying amounts of the following activities at different points throughout the course. Evaluation will be based on successful demonstration of:

1. **Attendance and Active Participation.** Students are expected to “attend class” online by engaging in a variety of activities, including online discussion and assignment submission. Students should be active participants; they are to be prepared, forthcoming in sharing of their own ideas and thoughts, and inviting and considerate of the thoughts and ideas shared by others. Students will both post and respond to discussion forum items and to posting of classmates.
2. **Readings & Discussions:** Students will be responsible for reading assigned materials, both of the course texts and other readings as assigned, prior to participating in the discussions and/or developing written assignments. Students may be asked to work in groups to process the information gleaned from the readings; this may occur through a variety of technologies.

### **Report.**

Each student will prepare a thoroughly, researched paper on ***National School Reform***. The paper will consist of 5-7, double-spaced, pages (the title page, abstract, and reference page are not included in the total number of written pages submitted). Students are responsible for utilizing APA format, 6<sup>th</sup> edition. The paper should adhere to specified standards, including the following: one-inch margins, 12-point type, and Times New Roman font. Papers less than the required length will automatically receive a 10-point deduction.

**Scholarly Paper.** Each student will prepare a thoroughly researched paper of 15-18, double-spaced, pages (not including title page, abstract, and references). Students are responsible for utilizing APA format, 6<sup>th</sup> edition. The paper should adhere to specified standards, including the following: one-inch margins, 12-point type, and Times New Roman font. Papers less than the required length will automatically receive a 10-point deduction. The paper will center on a theorist (approved in advance by the instructor) and will address the following topics.

- Describe the ideology/visions/beliefs of your approved educational theorist. Support your analysis with relevant quotations from your readings.
- What are the tenets of the person's theories?
- What do these schools of thought enlighten and make ambiguous?
- What issues or concerns did the theorist seek to address? What solutions are presented?
- What effects are prospectively presented by the theorist?
- What consequences are there for not attending to the system of beliefs?

# GRADING

## Performance Expectations

This is a doctoral standing only course. Therefore, performance evaluations need to fit with the purpose of the doctoral program and the expectations for the doctoral student stated earlier. To that end, the following student expectations for this course have been generated.

While the final course grade is the **sole judgment of the professor**, the following scale will be used as a guide. All assignments must be completed to pass this course.

30%	Discussions
30%	Report
40%	Scholarly Paper

## Grading Criteria

A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

**There are no provisions for late work in this class.**

Any academic dishonesty and/or plagiarism will result in an "F" in the course. If, you are unsure about academic dishonesty and/or plagiarism, consult the professor immediately.

## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - sound card, which is usually integrated into your desktop or laptop computer
  - speakers or headphones.
- Depending on your course, you might also need a:
  - webcam
  - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

**You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).**

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

### Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

## **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

### **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

## COMMUNICATION AND SUPPORT

You will have access to the *Virtual Office* in eCollege where you can post questions and review responses to questions that pertain to course information as we progress through the semester. The *Virtual Office* link is located on the upper left side of our EDAD 647 eCollege course home page. While you are welcome to email me (ava.munoz@tamuc.edu) in reference to personal matters, I prefer that you ask non-confidential questions through the *Virtual Office*. Prior to asking a question, please quickly review previous responses within the *Virtual Office* as your question may already have been addressed.

Please periodically review (1) updated announcements within the EDAD 647 *eCollege* course home page for updated information and (2) your MyLeo email account in case I need to send you a confidential message. Although I will reply to emails from non-university email accounts, I will only send original messages to MyLeo email accounts. Thank you for understanding my request, as I have no control over firewalls from your home or school district.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### University Specific Procedures

#### ADA Statement

##### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

##### Office of Student Disability Resources and Services

Texas A&M University-Commerce  
Gee Library- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

##### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>



Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Scholarly Expectations:**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

### **Dropping the Class:**

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

### **Incomplete Grades:**

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

### **Academic Honesty:**

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for

academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

(Texas A&M University –Commerce, Graduate Catalog).