



EDAD 647
Ethics and Philosophy of Educational Administration
Texas A&M University-Commerce
College of Education/Department of Educational Administration
Course Syllabus
Fall, 2017

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COURSE INFORMATION

Texts

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

Rebore, R. W. (2014). *The ethics of educational leadership* (2nd ed.). Upper Saddle River, NJ: Pearson ISBN: 978-0132907101

Sadeghi, L., & Callahan, K. (2015). *Educational leadership in action: A casebook for aspiring educational leaders*. New York: Rutledge. ISBN: 978-138-02099-3

Starrat, R. J. (2004). *Ethical leadership* (1st ed.). Hoboken, NJ: Jossey-Bass. ISBN: 978-0787965648

Course Description

EDAD 647 will provide students with an opportunity to apply the concepts of ethics and philosophy to the personal and professional aspects of school administration and leadership. Students will apply these concepts by examining their own belief system, fashioning reasoned decisions, thoughtful analysis, and in problem solving.

Course Objectives

Each student will be expected to master each of the following objectives at a level worthy of study for a terminal degree:

- To create a climate that promotes reflective and reflexive processing, journaling and conversation.
- To demonstrate the capacity to provide ethical guidance to professional growth and development of self, others and collective or community entities.

- To engage in disciplined inquiry as it applies to the ethical and moral dimensions of educational leadership.
- To demonstrate a deep understanding of the school administrator's role in the development of human potential.
- To demonstrate capacity and capability to effect educational and social change within school and community settings inclusive of effecting change in public philosophy.
- To develop an understanding of the study of philosophy.
- To gain an understanding of individual belief systems.
- To explore relevant thought from a variety of philosophical perspectives in order to gain grounding in the discipline.

Student Learning Outcomes

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 the ability to conduct original research and to think clearly and independently. The student must also develop the professional competencies necessary for the 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 stated purposes of the doctoral program, the following Student Learning Outcomes have been developed for this course. Upon successful completion of this course, student will be able to:

1. Develop an understanding of the social foundations relevant to public leadership.
2. Demonstrate an understanding of axiology, epistemological and ontological dimensions of philosophy.
3. Compare and contrast major philosophical thinking represented in the works and writings of classical and contemporary as well as eastern and western philosophers.
4. Evaluate and explain ethical and moral theory and moral dilemma.
5. Align ethical reasoning and moral decision making with school leaders' actions.
6. Further his/her philosophical development of self as an educational leader by internalizing ethical theory through self-critical inquiry, reflective/reflexive and autobiographical writing, case study and peer dialogue.
7. Construct an understanding of the relationship between ethical reasoning, moral responsibility and democratic community.
8. Defend educational administration and leadership as a caring profession.
9. Develop his/her individual understanding of moral imagination, conscience, and critical consciousness as each relates to educational leadership.

COURSE REQUIREMENTS

Performance Expectations

This is a doctoral standing only course. To that end, the following student expectations for this course have been generated. Evaluation will be based on successful demonstration of the following activities. Regardless of points earned, a course grade of A cannot be obtained if all assignments are not completed. All assignments must be completed to pass this course and final course averages will not be curved.

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.

You are required to respond in the discussion boards a minimum of two out of five weekdays (Monday through Friday) each week. There is no substitute for class participation. For each absence in participation in excess of one excused absence, a 10% reduction in the final course grade will result. Missing two participation opportunities may result in requesting that the registrar drop the student’s name from the course roll. To that end, participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interacts, through discussion, to enhance and support the professional development of the group.

Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics considered to be part of excellent discussion contributions are outlined below. The facilitator/professor will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post(s) early in the session (but only after reading the assigned material), and your subsequent responses to the posts of other learners at timely intervals within the duration of the module. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session. **For clarity, students must post initial discussion responses (6 points) by Wednesday at 10:00 p.m. Replies to two (2) colleagues (2 points each) must be posted by Friday at 10:00 p.m. Posts submitted outside of these expectations will not be graded and the student will receive a grade of zero points. Please write in narrative and avoid attaching posts or replies.*
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "good ideas" will not be considered adequate. Support your statements with examples from the text (-4 points), lecture notes or videos, and other reference material. For example:

Rebore (2014) speaks of “ grounding research in emergent theory” (p.16).
Therefore, John, please go back to chapter one and integrate the components...

“Your response to the prompt is too subjective. Starratt (2004) discussed the disturbing nature of the contextual educational system... While the second part of your response is close, here’s a suggested revision...”

- Be sure cite all material using APA 6th edition (-2 points). You are, however, encouraged to be succinct — keep each post and response to what is necessary to meet course expectations or to meet the parameters of the question. Keep in mind that your fellow learners will be reading and responding to you, as well.
- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic. More importantly, your response to the prompt(s) must extend the full breadth of all assigned readings and lectures (-6 points). Demonstrate the ability to synthesize theory and apply to professional practice by citing from all of the assigned readings for the specific module.

- Avoid opinion. Demonstrate that you have read the assigned material by how you construct the response. Whenever possible, connect theory to practice (-6 points).
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. As needed, the professor will seek clarifying remarks or request more information. You are **required** to respond to these probes for deeper investigation (-6 points or + discretionary points); however, they do not count as a reply to a classmate. Exemplary students typically visit the discussion area 3-5 “different” times each module.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Websites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors (-4 points).

Readings & Collaborative Learning: Students will be responsible for reading assigned materials, both from 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.

Assignments: Throughout each module, you will be required to complete and submit brief two page Case Analysis assignments related to the weekly module’s topic of discussion. More information regarding the weekly assignment is found in the Assignment area of the particular Module.

Book Report (Midterm/Module 5): Students will be required to write a book report detailing major contributions and thoughts of their selected philosopher. Philosophers are selected on a first come basis in module one. Prior to selecting a philosopher, it is advisable to investigate the availability of potential book options. The book report (5-7 double spaced pages, 12 pt.) will include properly referenced citations throughout the report, as well as a reference page (APA 6th edition formatting). Due October 22, 2017 at 11:59 p.m. Your report will be submitted to turnitin for similarity checking. Similarity scores over 20% will receive zero points. It is suggested that you submit a few days early in order to verify your similarity score. Submitting at the last minute does not excuse assignment or submission expectations. Keep in mind that you may resubmit this assignment as often as needed up to the submission deadline.

Research Paper (Final Exam/Unit 15/Module 8): Each student will develop a paper (8-10 pages, double spaced, 12 pt.) that addresses the general and unique ethical issues in the area of education. This is a formal paper that should include APA formatting and appropriately cited in-text references inclusive of major themes from all three textbooks used in the course. Due December 10, 2017 at 11:59 p.m. Your report will be submitted to turnitin for similarity checking. Similarity scores over 20% will receive zero points. It is suggested that you submit a few days early in order to verify your similarity score. Submitting at the last minute does not excuse assignment or submission expectations. Keep in mind that you may resubmit this assignment as often as needed up to the submission deadline; however, submitting for similarity checking will expire the day before the assignment is due at 12 noon.

Reading Quizzes/Reflections: Each module may conclude with a quiz to assess student mastery of learning outcomes. Quizzes are timed and are designed to afford the opportunity for the learner to connect theory to practice. Moreover, quizzes are designed for higher-order cognition. Each question and subset may contain multiple correct answers directly from the text; however, in order to receive credit for the question, the student must select the “best response” based on a number of factors or influences.

Policy on Late Work

Late work is not accepted in this course for any reason. As doctoral students, much is expected regarding punctuality and professionalism of assignments.

GRADING

Grading Criteria

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.

15%	Discussions
25%	Assignments
15%	Quizzes/Reflections
20%	Book Report
25%	Research Paper

Performance Evaluations

Each assignment has been allocated a point value. The following percentages of the points available will be used for awarding final grades for the course. The professor reserves the right to evaluate and assign the final course grade.

90%-100%	A
80%- 89%	B
70-79%	C
60%-69%	D
Below 60%	F

TECHNOLOGY REQUIREMENTS

- This is a web enhanced course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred), 2) headset/microphone, 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)
- 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 purchase student versions.

- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>
- Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer. Your online courses will also work with Macintosh OS X along with a recent version of Safari. Along with Internet Explorer and Safari, eCollege also supports the Firefox and Google Chrome browsers on both Windows and Mac operating systems.
- It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege and all other university emails will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your MyLeo email as the spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamuc-commerce.edu/login.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.

eCollege Technical Concerns

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@tamuc.edu to initiate a support request with an eCollege technical support representative.

Quality of Online Course Communication

We will be sharing experiences and application of theoretical concepts. You are encouraged to share your personal and professional experiences. In order to assure that we can have a free and open discussion in which you may elect to discuss your experiences and your district's policies and procedures as they apply to the course material, I expect each person to respect the confidentiality of classmates. At the same time I ask that each of you exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information. In other words, anything said in the classroom stays in the classroom.

Our discussion goal is to be collaborative, not combative. Experience suggests that even an innocent remark in the online environment can easily be misconstrued. I suggest you always reread and edit your responses carefully before posting in order to make certain that the wording in your message will not be seen as a personal attack. Personal attacks and harsh tones will not be tolerated and will negatively affect your grade. I expect you to be positive in your approach to others and diplomatic with your words. As your professor, I am also committed to do the same in all of our communications.

Interaction with Instructor

Email is the primary mode of communication with the professor. Expect a reply within 24 hours, depending on when your message was sent. If you do not receive a response in that time frame, please assume your message was not received and email again or contact me via cell phone.

Virtual conferencing is available by appointment via Adobe Connect during office hours. If you want to talk on the phone you may call my cell at your convenience (936.371.1563). Please do not call after 9:00 p.m. (cst). Please also note that I am typically only in my office on campus two days each week; therefore, cell phone is the preferred method of contact.

This course is an online course technically supported by the Texas A&M University-Commerce campus-wide computer platform eCollege. You will have access to and begin using eCollege the first day of class. If you are not familiar with the use of eCollege or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page.

It is critical for you to check your MyLeo email everyday, as I will be communicating with you both within the online course environment and through university email.

Writing Style

All papers must be written according to the 6th Edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (6th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal

Students who miss two sections of class (virtually or in person, depending on the status of the course) may be administratively dropped for excessive absences.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign “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” (Policy A 122.07, 1998). 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. Be further notified that an Incomplete for this doctoral course is not available.

Academic Honesty

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the 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. Academic dishonesty also includes using paper previously written for another course. Be hereby advised that such practice will result in disciplinary action and/or a grade reduction equal to zero points awarded.

Please see the TAMU-C Graduate Catalog (2001-02, pp. 17-18) and the Publication Manual of the American Psychological Association 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.

Recommended websites to review include:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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 select the link below or contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc-commerce.edu

<http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/documents/RequestingAccommodationLettersThroughAIM.pdf>

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).

University Mission and Vision Statements

The Texas A&M University-Commerce Mission: Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission: The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision: The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission: The Department of Educational Leadership at Texas A&M University-Commerce prepared graduated for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision: The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.

Nondiscrimination Notice

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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

COURSE CALENDAR

Please refer to the EDAD 647 e-college shell for each module, which includes all assignments, quizzes, and due dates. The professor reserves the right to amend assignments and due dates at his discretion.