EDAD 601.01W: Foundations of Educational Administration

COURSE SYLLABUS: Fall 2021

INSTRUCTOR INFORMATION

Instructor: Ava J. Muñoz, Ed.D., Associate Professor
Office Location: EDN 116
Office Hours: Virtual (Online); Campus (Tuesdays)
Office Phone: 903-886-5756
Cell Phone: 972-897-3262
Office Fax: 903-886-5507
University Email Address: ava.munoz@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: 24 hours or less

COURSE INFORMATION

Textbooks Required:

American Psychological Association. (2019). *Publishing manual of the American Psychological Association* (7th ed.). Washington, DC.

Banks, J. A. (2015). Cultural Diversity and Education: Foundations, Curriculum, and Teaching (6th ed.). USA: Routledge.

Ornstein, A.C., Levine, D.U., Gutek, G. & Vocke, D.E. (2016). Foundations of Education (13th ed.). Boston, MA: Cengage Learning.

The syllabus/schedule are subject to change.

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.

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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, 6th 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, 6th 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.

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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

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

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. <u>All assignments must be completed</u> to pass this course.

30%	Discussions
30%	Report
40%	Scholarly Paper

There are no provisions for late work in this class.

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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

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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.

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- o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- 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.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

The instructor will respond to the student's email within a 24 time period, unless extenuating circumstances arise.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Late work is not accepted.

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

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http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

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

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 162
Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148
Email: Sandi.Patton@tamuc.edu
Website:
https://new.tamuc.edu/sdrs/?level=freshman&stage=interested&interests=&ab=y#tamuc
-section-29799

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.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur
es/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TAMUC Pandemic Response

"A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. "

"Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your

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instructor. Faculty will work to support the student getting access to missed content or completing missed assignments."

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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Calendar
EDAD 601: Fall 2021 (August 30 – December 17)

Modules	Assignments	Due Dates
Module 1 **August 30 – September 12**	Meet Your Classmates – Student Lounge	Sunday, September 12 @ 11:59 p.m.
	Assigned Readings: 1. Ornstein, Levine, Gutek & Vocke: Chapters 3 and 4. 2. Begin reading the Banks' book	Sunday, September 12 @ 11:59 p.m.
	Two Discussion Threads	Wednesday, 9-8-2021 (initial response) and responses to others by Friday, 9-10-2021 @ 11:59 p.m.
	Select Theorist	Sunday, September 12 @ 11:59 p.m.
Module 2 **September 13–26**	**Assigned Readings:** 1. Ornstein, Levine, Gutek & Vocke: Chapters 5 and 6 2. Continue reading the Banks' book	Sunday, September 26 @ 11:59 p.m.
	Two Discussion Threads	Wednesday, 9-22-2021 (initial response) and responses to others by Friday, 9-24-2021 @ 11:59 p.m.
Module 3 **September 27 – October 10**	**Assigned Readings:** 1. Ornstein, Levine, Gutek & Vocke: Chapters 7, 8, and 9; 2. Continue reading Banks	Sunday, October 10 @ 11:59 p.m.
	Two Discussion Threads	Wednesday, 10-6-2021 (initial response) and responses to others by Friday, 10-8-2021 @ 11:59 p.m.
Module 4 **October 11–24**	**Assigned Readings:**	Sunday, October 24 @ 11:59 p.m.

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	1. Ornstein, Levine, Gutek & Vocke: Chapters 10, 11, and 12 2. Continue reading Banks	
	Two Discussion Threads	Wednesday, 10-20-2021 (initial response) and responses to others by Friday, 10-22-2021 @ 11:59 p.m.
Module 5 **October 25 – November 7**	**Assigned Readings:** 1. Ornstein, Levine, Gutek & Vocke: Chapters 13 and 14 2. Continue reading Banks	Sunday, November 7 @ 11:59 p.m.
	Two Discussion Threads	Wednesday, 11-3-2021 (initial response) and responses to others by Friday, 11-5-2021 @ 11:59 p.m.
Module 6 **November 8-21**	**Assigned Readings:** 1. Continue reading Banks' book	Sunday, November 21 @ 11:59 p.m.
	Two Discussion Threads	Wednesday, 11-17-2021 (initial response) and responses to others by Friday, 11-19-2021 @ 11:59 p.m.
	School Reform Report due	**Sunday, November 21 @ 11:59 p.m.**
November 22-28	**Thanksgiving Break!!!**	
Module 7 **November 29-December 12**	**Assigned Readings:** 1. Ornstein, Levine, Gutek & Vocke: Chapters 15 and 16; 2. Continue reading Banks	Sunday, December 12 @ 11:59 p.m.
	Two Discussion Threads	Wednesday, 12-8-2021 (initial response) and responses to others by Friday, 12-10-2021 @ 11:59 p.m.

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Module 8 **December 13–17** ****Short Week****	**Assigned Readings:** None.	
	One Discussion Thread	Wednesday, 12-15-2021 (initial response) and responses to others by Friday, 12-17-2021 @ 11:59 p.m.
	Scholarly Paper Due	**Wednesday, December 15 @ 11:59 p.m.**

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