



EDAD 647.01W: Ethics and Philosophy of Educational Administration

Course Syllabus: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Clarence Williams, Ed.D.
Educational Leadership

Office Location: Remote

Office Hours: As Requested

Cell Phone: 972-489-0171

University Email Address: Clarence.williams@tamuc.edu

COURSE INFORMATION

Texts (REQUIRED)

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

Minimal Technical Skills Needed

Student's must demonstrate proficiency navigating the learning management system, using Microsoft Word and PowerPoint, and using presentation and graphics programs, and virtual conferencing software and conducting research using library search tools.

Instructional Methods

This course is delivered 100% online using the learning management system. The course is designed using modules for Assessments

Student Responsibilities and Tips for Success in the Course

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.

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%	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

Assessments

Discussion Board (15%)

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 (25%): 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 are found in the Assignment area of the particular Module.

Book Report (Midterm 20%): 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). Your report will be submitted to turnitin for similarity checking. Similarity scores over 20% will receive zero points.

Research Paper (Final Exam 25%): 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. Your report will be submitted to turnitin for similarity checking. Similarity scores over 20% will receive zero points.

Reflections (15%): The Reflection Assignments are designed to afford the opportunity for the learner to connect theory to practice. Moreover, Reflection assignments are designed for higher-order cognition.

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
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, D2L supports 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.
 - *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)
<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:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <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.

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

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. It is critical for you to check your MyLeo email every day, as I will be communicating with you both within the online course environment and through university email. 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 Zoom Conferencing during office hours. If you want to talk on the phone you may call my cell at your convenience (972.489.0171). 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.

COURSE AND UNIVERSITY PROCEDURES

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.

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.

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.

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

<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)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

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

<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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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/rulesProcedures/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.

COURSE CALENDAR

Please refer to the EDAD 647 D2L to view each module, which includes all assignments, quizzes, and due dates. The professor reserves the right to amend assignments and due dates at his discretion.

EDAD 647 Assignment Calendar: 2022 Spring Semester

Module	Module dates	Assignment	Due	Point Value	Completion
Module 1	January 31 - February 6	Personal Values and Ethics Reflection	23-Jan	16	
		Select a Philosopher	23-Jan		Open the Select a Philosopher tab which is in Discussion format so everyone can see which philosopher's are available.
		Discussion Assignment: Reflecting on Joldersma's Article	23-Jan	10	Read Understanding Ethics and the Call of Justice Article. Link Provided.
Module 2	February 7 - 20	Write a Case Analysis Case #1	30-Jan	16	Read Case Study 1 in the Sadeghi & Callahan (Educational Leadership in Action) text. Follow the Case Analysis Framework exactly as indicated on pages xiv and xv of the Sadeghi & Callahan text.
		Discussion Assignment: Finding a Golden Mean in Education Policy	6-Feb	10	Download the article posted under "Article" of Module 2. You will need to read the article and respond to the assigned questions in the Discussion Forum.
Module 3	February 21 - March 6	Module 3-Assignment	13-Feb	16	After you have read Chp. 1 of your Starrat text (Ethical Leadership) See Module 3 Assignment
		Case Analysis: Case #3	20-Feb	16	Read Case Study 3 in the Sadeghi & Callahan (Educational Leadership in Action) text.
		Discussion Assignment: Rebore Text Case Study 6.1	13-Feb	10	Read Case Study 6.1 in the Rebore Text pp. 159-160
		Discussion Assignment: Article	20-Feb	10	Module 3: Kondrick's Article
Module 4	March 7 - 20	Case Analysis Case #7	27-Feb	16	Sampson in Preparing for and Passing the School Superintendent Test of Texas, edition #2
		Discussion Assignment: Module 4 Article	27-Feb	10	Module 4: Read Article
		Discussion Assignment: Rebore Text Case Study 8.2	6-Mar	10	Rebore Text Case Study 8.2 p.205
		Module 4: Assignment	6-Mar		Provide reference information for the book report
Module 5	March 21 - April 3	Case Analysis # 8	13-Mar	16	Read Case Study 8 in the Sadeghi & Callahan (Educational Leadership in Action) text
		Discussion Assignment	13-Mar	10	Module 5: Read Article
		Discussion Assignment Diversity and Pluralism	20-Mar	10	Read Rebore Text pp. 230-231
		Module 5 Book Report Mid-Term	20-Mar	20% of your overall grade	Based on your Chosen Philosopher: 5-7 pages. APA format.
Module 6	April 4 - 17	Moral Theory vs. Moral Voice Assignment	3-Apr	16	1-2 page paper
		Discussion Assignment:	27-Mar	10	Brief overview of your moral theory moral voice paper
		Case Analysis: #9	27-Mar	16	Read Case Study #9 in the Sadeghi& Callahan text
		Module 6 Article	3-Apr	No Discussion	Read and Reflect
Module 7	April 18 - May 1	Assignment: Presence Audit and Reflection	17-Apr	16	Ethical Reflection pp 137-138
		Case Analysis: #14	3-Apr	16	Read Case Study #14 in the Sadeghi& Callahan text
		Discussion Assignment:	10-Apr	10	
Module 8	May 2 -13	Research Paper	8-May	25% of final grade	Ethical Issues in Education-Turnitin score below 20%
		Discussion Core Values Assessment	8-May	10	